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ABSTRACT

The survey catalogs 45 Southern Appalachia settlement institutions representing 257 counties in parts of Alabama, Georgia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. "A Settlement Institution of the Southern Appalachians is a private, non-profit, rural organization in the Southern Appalachians designed to promote and provide programs, services, and development with the immediate community or nearby surrounding areas in which it is located." In the document, individual reports (by state) of each institution provide information such as character and philosophy of the institution, governing structures, staff resources, facilities, and history. Additionally, a profile of each institution describes types of programs, dates of origin, affiliations, and project area trends. Individual reports of 6 agencies and a list of institutional reference materials are included. It is concluded that settlement institutions contribute to the future of Appalachia by utilizing local ties and the freedom of being private. By bringing innovation and change in their areas of influence, these institutions help to provide for the needs of Appalachia's culture. (MJB)

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SETTLEMENT INSTITUTIONS IN SOUTHERN APPALACHIA

By

Loren W. Kramer

1969

RC 005329

FOREWORD

This report represents the work of a college student serving as an intern in resource development. The intern--with the assistance of agency officials, local citizens and university professors--has carried out a project vital to the host organization to which he was assigned. Equally important, he has engaged in a service-learning experience at the point where academic studies meet developmental realities.

Almost 500 interns in resource development carried out such projects during the summer of 1969 in 15 Southern states. To increase the educational value of the internships, students are counseled by university or college professors and also attend seminars on development which emphasize the interrelationships of various programs, approaches and facets of development.

Each intern prepares a report including his findings and analysis. Reports do not necessarily reflect the attitudes, plans or policies of the local organizations, participating universities, sponsoring agencies or Southern Regional Education Board. They are students' contributions to the continuing processes of social and economic growth in the region.

Internships in resource development are offered to college students as service-learning opportunities in social and economic change. More than 850 students, representing over 100 colleges and universities in 15 Southern states have been appointed to internships since 1964.

Internships are sponsored and administered under cooperative agreements between SREB and federal, state, regional and local agencies interested in the motivation, education and training of students as potential career personnel and community leaders in developmental efforts. Most internships are financed totally or in a cost-sharing arrangement under grants from the Economic Development Administration, Office of Economic Opportunity and Tennessee Valley Authority.

SREB is a public agency of 15 Southern states created by interstate compact to assist in the development of higher education and the fostering of social and economic growth in the Southern region. Further information on the internship programs may be obtained from:

Resource Development Project
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

TABLE OF CONTENTS

INTRODUCTION.................................... 1

LISTING OF SETTLEMENT INSTITUTIONS................ 6

SETTLEMENT INSTITUTIONS--INDIVIDUAL REPORTS....... 6

GEORGIA.................................... 6
- Camp Cumby Gay
- Rabun Gap-Nacoochee School
- Tallulah Falls School

KENTUCKY.................................... 11
- Alice Lloyd Community Out-Reach Program
- Annville Institute
- Bethany Children's Home, Inc.
- Bethel Mennonite Center
- Buckhorn Presbyterian Child Welfare Agency
- Committee For Poor People
- Cordia Improvement Association
- Dessie Scott Children's Home
- Faith Mountain Mission of Kentucky, Inc.
- Forest Hills Community Center
- Frontier Nursing Service
- Hazel Green Academy
- Henderson Settlement, Inc.
- Hindman Settlement School
- Homeplace Rural Community Center
- Kentucky Mountain Bible Institute Krypton Bible Center
- Lick Branch Community Center, Inc.
- Lotts Creek Community School, Inc.
- Methodist Mountain Missions in Kentucky, Inc.
- Mount Carmel High School
- Oneida Baptist Institute
- Pine Mountain Settlement School
- Quicksand Craft Center
- Red Bird Mission
- Riverside Christian Training School, Inc.
- W.M.T.C. Radio
- Women's Industrial

NORTH CAROLINA.................................... 49
- The Arthur Morgan School
- Biltmore Country Market
- Grandfather Home for Children
- Handicraft Mutual Hinton Rural Life Center
- John C. Campbell Folk School
- Nonah Craft Center

Table of Contents (cont.)

TENNESSEE.. 57
East Tennessee Christian Home
Friendsville Academy
Pittman Center
Sunset Gap Community Center
Washington College Academy

VIRGINIA... 65
Clinch Valley Handicraft Center
Federation of Communities in Service (FOCIS)
The Lutheran Children's Home of the South
The Virginia Baptist Children's Home

WEST VIRGINIA...................................... 70
Appalachian South Folklife Center

SETTLEMENT INSTITUTIONS--A PROFILE................. 72
Types of Programs
Ages of the Institutions
Affiliations of the Institutions
Settlement Trends

CONCLUSIONS.. 74

AGENCIES--INDIVIDUAL REPORTS....................... 77
Commission On Religion In Appalachia, Inc. (CORA)
Council of the Southern Mountains, Inc.
Highlander Research and Education Center
Southern Highland Handicraft Guild
~~Southern Regional Education Board~~ Students for Appalachia
West Virginia Service Corps, Inc.

LISTING OF INSTITUTIONAL REFERENCE MATERIALS...... 91

ACKNOWLEDGEMENTS................................... 96

PREFACE TO THE INTERN REPORT OF LOREN KRAMER

The Southern Highlands of the Appalachian Mountains challenged the frontiersman even as he challenged their ancient recesses. Each left its imprint on the other.

Over the years, numerous institutions developed at various settlements of this region, often with a spirit of mission, a pioneering spirit, challenging the economic and educational barriers with which the mountains had subdued those born and reared in the deep hollows. But even as the beauty, the game, virgin forests and other resources of the mountains had captured the frontiersman, so did the Chaucerian speech, the modal songs and other cultural inheritances of the people leave their mark upon these "settlement institutions."

It appears to us that a new frontier is challenging the Southern Highlands. Television, highway construction and development programs have penetrated deeply.. The settlement institutions, now imbedded in the mountain coves, need to find ways of contributing to this recent stage of development.

A new synthesis is in formation as the mountains face a new frontier of change. Hopefully, the best of the past can be combined with the opportunities of the space age. The potential of such a synthesis exceeds the norm of current American social development. Achieving this potential can be the concerted theme of the settlement institutions in the 1970's.

Loren Kramer's task was to assemble a listing of existing settlement institutions. He tackled the formidable problems of definition, scouting and description in a spirit worthy of the pioneer. He spent far more than the six weeks allotted to the project and accomplished more than could have been reasonably expected.

We are grateful to the Southern Regional Education Board for assembling the data which was gathered into a looseleaf binder so that the termination of Mr. Kramer's internship will not close the book to further growth. With this data, a new era of exchange between these institutions is planned.

John M. Ramsay
John C. Campbell Folk School

Burton B. Rogers
Pine Mountain Settlement School

INTRODUCTION

The survey leading to this cataloguing of settlement institutions in Southern Appalachia was requested and initiated by the participants in a June 1969 meeting consisting of representatives from Pine Mountain Settlement School, Henderson Settlement, H.H. Hinton Rural Life Center, the Southern Regional Education Board, Berea College, Dartmouth College, Appalachian Regional Commission, and Ford Foundation. The Commission on Religion in Appalachia was helpful in making available some of their own research and contacts to assist in this cataloguing.

The need for a catalogue was obvious--there was previously not so much as a listing of the institutions. Perhaps one reason for the dearth of information was the difficulty of defining what the qualifications of a settlement institution were, since the variety of programs and affiliations was great among several of the institutions commonly thought of as settlement institutions.

The interest expressed by the initiators of the survey was that more information be gathered, since it wasn't clearly known what institutions there were or what programs were being carried on. It was hoped that with this information more communication between them would be possible and the consequent sharing of ideas and thoughts could be beneficial to all. Toward that end a general meeting was called inviting representatives of the institutions.

To gather the information it was necessary to draw together the fragmentary lists of institutions from different sources. The base definition used to gather contacts was "private non-profit organizations excepting church congregations and colleges." (Other contacts with colleges made it unnecessary to explore these at that time.) As might be expected, far more organizations came to light under this broad definition than could be visited by the surveyer. Therefore, some were visited (including 65% of the settlement institutions reported in this catalogue), but the great majority were contacted by mail.

Due to the time limitation of six weeks for the whole survey and cataloguing, the difficulty of obtaining names and contacts, and the incomplete returns via the mail, this survey and resulting catalogue is far from complete in providing information about settlement institutions and related organizations in Appalachia. It was known in advance that it could not be all-inclusive, if for no other reason than because institutions in these fast changing times are also bound to change, go out of existence, and come into being. The user of this catalogue must recognize that this information is only a temporary beginning in the process of providing information about service institutions of Appalachia. Hopefully, from this start will come corrections, additions and deletions. It is meant to be a jumping off point from which a clearer picture of settlement institutions and their role can be viewed by both the persons within them and by others wishing to better understand them and their contributions to the whole of Appalachia.

Loren W. Kramer
August, 1969

DEFINITION

For the purposes of this survey and catalogue, the following definition was developed:

> A Settlement Institution of the Southern Appalachians is a private, non-profit, rural organization in the Southern Appalachians designed to promote and provide programs, services, and development with the immediate community or nearby surrounding area in which it is located.

Under this definition any locally operated and controlled community center would be included. A wide variety of programs, activities, and services could fall within this definition in the following general categories:

Residential Care -- i.e. children's homes, homes for the elderly, nursing homes.

Education -- i.e. preschool, elementary schools, junior high schools, high schools, colleges, education for the handicapped (including speech therapy), schools for the mentally retarded, religious training programs, vocational schools including business, beauty, nursing, etc., schools for "dropouts," internship programs, leadership training centers, art and music training, handicraft training, etc.

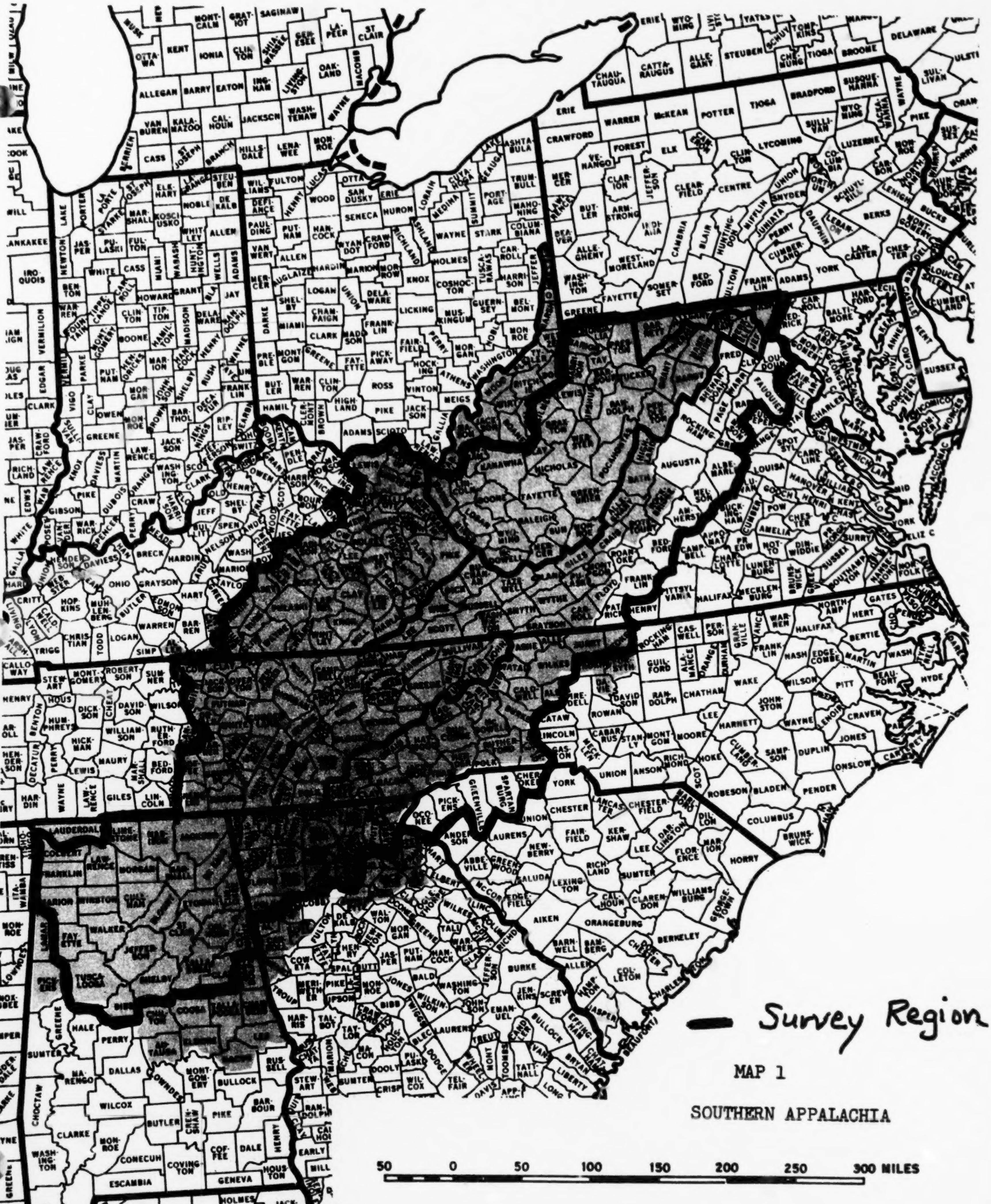
Economic Services -- i.e. distribution of food and clothing, agriculture demonstration, sales outlets for local products, credit unions, etc.

Health Services -- i.e. hospitals, clinics, nursing service, mental health treatment centers, etc.

Leisure Time Activities -- i.e. recreation, avocations programs, camp grounds.

Communications -- i.e. radio, TV, films, publishing.

To help define what we mean by a "settlement institution" it might be useful to point out some organizations and programs we aren't talking about: Church congregations; Colleges, for the sake of this survey, but which could legitimately come under our definition; Organizations not actively involved with programs directed to their immediate community or nearby surrounding area; Urban oriented programs and organizations; Government sponsored programs (county, state or federal) - either operated by or funded by the government.



— Survey Region
50 0 50 100 150 200 250 300 MILES

MAP 1

SOUTHERN APPALACHIA

REGION

The area represented, for the sake of this survey, includes the 257 counties in parts of nine states generally listed by the Council of the Southern Mountains as the Appalachian South. This is a somewhat arbitrary deliniation as there is no fixed boundary to the Appalachian Mountain Region.

ALABAMA
Bibb
Blount
Calhoun
Cherokee
Clay
Cleburne
Colbert
Cullman
DeKalb
Etowah
Feyette
Franklin
Jackson
Jefferson
Lawrence
Limestone
Madison
Marion
Marshall
Morgan
Saint Clair
Shelby
Talladega
Tuscaloosa
Walker
Winston

GEORGIA
Bartow
Catoosa
Chatooga
Cherokee
Dade
Dawson
Fannin
Floyd
Forsyth
Gilmer
Gordon
Habersham
Lumpkin
Murray
Pickens
Polk
Rabun
Towns
Union
Walker
White
Whitfield

KENTUCKY
Adair
Bath
Bell
Bowd
Breathitt
Carter
Casey
Clay
Clinton
Cumberland
Elliott
Estill
Floyd
Garrard
Greenup
Harlan
Jackson
Johnson
Knott
Knox
Laurel
Lawrence
Lee
Leslie
Letcher
Lewis
Lincoln
McCreary
Madison
Magoffin
Martin
Menifee
Morgan
Owsley
Perry
Pike
Powell
Pulaski
Rockcastle
Rowan
Russell
Wayne
Whitley
Wolfe

MARYLAND
Allegany
Garrett
Washington

NORTH CAROLINA
Alexander
Alleghany
Ashe
Avery
Buncombe
Burke
Caldwell
Cherokee
Clay
Cleveland
Graham
Haywood
Henderson
Jackson
McDowell
Macon
Madison
Mitchell
Polk
Rutherford
Stokes
Surry

Swain
Transylvania
Watauga
Wilkes
Yancey

SOUTH CAROLINA

Cherokee
Greenville
Oconee
Pickens
Spartanburg

TENNESSEE

Anderson
Bledsoe
Clount
Bradley
Campbell
Carter
Claiborne
Clay
Cocke
Coffee
Cumberland
DeKalb
Fentress
Franklin
Grainger
Greene
Grundy
Hamblen
Hamilton
Hancock
Hawkins
Jackson
Jefferson
Johnson
Knox
Loudon
McMinn
Macon
Marion
Meigs
Monroe
Morgan
Overton
Pickett
Polk
Putnam
Rhea
Roane
Scott
Sequatchie
Sevier
Smith
Sullivan
Unicoi
Union
Van Buren
Warren
Washington
White

VIRGINIA

Albemarle
Alleghany
Amherst
Augusta
Bath
Bedford
Bland
Botetourt
Buchanan
Carroll
Clarke
Craig
Dickenson
Fauquier
Floyd
Franklin
Frederick
Giles
Grayson
Greene
Highland
Lee
Loudoun
Madison
Montgomery
Nelson
Page
Patrick
Pulaski
Rappahannock
Roanoke
Rockbridge
Rockingham
Russell
Scott
Shenandoah
Smyth
Tazewell
Warren
Washington
Wise
Sythe

WEST VIRGINIA

Barbour
Berkeley
Boone
Braxton
Clay
Fayette
Gilmer
Grant
Greenbrier
Hampshire
Hardy
Harrison
Jefferson
Kanawha
Lewis
Lincoln
Logan
McDowell
Marion
Mercer
Mineral
Mingo
Monongalia
Monroe
Morgan
Nicholas
Pendleton
Pocahontas
Preston
Putnam
Raleigh
Randolph
Summers
Taylor
Tucker
Upshur
Wayne
Webster
Syoming

SETTLEMENT INSTITUTIONS

SUMMARY

SUMMARY OF SETTLEMENT INSTITUTIONS

Name/Address/Director	Date of Origin	Affiliation	Region of Service	Staff	Program* Change of Primary Focus	 Education	 Residential Care	 Economic Services	 Leisure	 Health	 Communications
GEORGIA											
Camp Cumby Gay Mountain City, Ga. 30562 Director: Don L. Aalborg	1956	Seventh Day Adventist	N. Ga. E. Tenn.	2 (30 in summer)		*			*		
Rabun Gap-Naccochee School Rabun Gap, Ga. 30568 Director: Dr. Karl Anderson	1926	Presbyterian	local and wide-spread	48		*		*	*	*	*
Tallulah Falls School Tallulah Falls, Ga. 30573 Director: Kermit Harris		Georgia Fed. of Women's Clubs	local and wide-spread	37		*					
KENTUCKY											
Alice Lloyd Community Out-Reach Program Pippa Passes, Ky. 41844 Director: Benny Bailey	1969	Independent	6 E. Ky. counties	79		*		*	*	*	
Annville Institute Annville, Ky. 40402 Acting Director: Mrs. Ann Morris	1910	Reformed Church	E. Ky.	30		*		*			

"Summary (cont.)"

Name/Address/Director	Date of Origin	Affiliation	Region of Service	Staff	Program*						
					Change of Primary Focus	Education	Residential Care	Economic Services	Leisure	Health	Communications
Bethany Children's Home, Inc. Bethany, Kentucky 41313 Director: Rev. E. Walter Dean, Superintendent	1926	Independent	E. Ky.	25		*	*	*		*	
Bethel Mennonite Center Rouwdy, Kentucky 41367 Director: Rev. Eldon H. Miller	1946	Mennonite	local plus out of state	1 varies	*				*		
Buckhorn Presbyterian Child Welfare Agency Buckhorn, Kentucky 41721 Director: David Berger, Exec. Dir.	1902	Presbyterian	E. Ky.	35		*	*			*	
Committee for Poor People Route 1, Box 73-B Hazard, Kentucky 41701 Director: George Archer	1967	Independent	local community	15				*			
Cordia Improvement Association Route 2, Box 265 Hazard, Kentucky Director: Mary Ethel Combs, President Jaspar Gayheart, CID Oper.	1967	Independent	local community	3				*			

"Summary (cont.)"

Name/Address/Director	Date of Origin	Affiliation	Region of Service	Staff	Program*						
					Change of Primary Focus	Education	Residential Care	Economic Services	Leisure	Health	Communications
Dessie Scott Children's Home Pine Ridge, Kentucky 41360 Director: Mr. Sanford Winchip	1934	Independent	E. Ky.	15			*				
Faith Mountain Mission of Kentucky, Inc. Guage, Kentucky 41329 Director: Rev. William W. Francis	1926	Independent	several counties	13		*			*		
Forest Hills Community Center Morris Fork, Kentucky 41353 Director: Rev. and Mrs. Samuel VanderMeer	1923	Presbyterian	local community	3		*		*	*	*	
Frontier Nursing Service Wendover, Kentucky 41775 Director: Miss Helen E. Browne	1925	Independent	surrounding counties	135		*				*	
Hazel Green Academy Hazel Green, Kentucky 41332 Director: Mr. George Buchanan	1880	Disciples of Christ	Appalachian area	23		*		*			

"Summary (cont.)"

Name/Address/Director	Date of Origin	Affiliation	Region of Service	Staff	Program*						
					Change of Primary Focus	Education	Residential Care	Economic Services	Leisure	Health	Communications
Henderson Settlement, Inc. Frakes, Kentucky 40940 Director: Rev. Robert F. Fulton	1925	Methodist	local community in 3 counties	25	*	*	*	*	*	*	
Hindman Settlement School Hindman, Kentucky 41822 Director: Raymond K. McLain	1902	Independent	county	15		*		*			
Homeplace Rural Community Center Ary, Kentucky 41712 Director: Miss Lula Hale	1930	Independent	4 county area	18		*			*	*	
Kentucky Mountain Bible Institute Vancleve, Kentucky 41385 Director: Martha L. Archer	1932	Ky. Mt. Holiness Association	E. Ky.	11		*					
Lick Branch Community Center, Inc. Ary, Kentucky 41712 Director: Katherine Combs, President	1965	Independent	local community	vol.					*		
Lotts Creek Community School Route 2, Box 265 Hazard, Kentucky Director: Miss Alice Slone	1933	Independent	Knott Co.	11		*					

"Summary (cont.)"

Name/Address/Director	Date of Origin	Affiliation	Region of Service	Staff	Program*						
					Change of Primary Focus	Education	Residential Care	Economic Services	Leisure	Health	Communications
Methodist Mountain Missions in Kentucky, Inc. 403 Court St. Jackson, Kentucky 41339 Director: William F. Pettus	1943	Methodist	E. Ky.	50				*			
Mount Carmel High School Star Route 1, Box 350 Jackson, Kentucky 41339 Director: Verdon D. Higgins	1925	Ky. Mt. Holiness Association	E. Ky.	28		*				*	
Oneida Baptist Institute Oneida, Kentucky 40972 Director: Rev. David C. Jackson	1899	Baptist	E. Ky.	17		*		*			
Pine Mountain Settlement School Pine Mountain, Kentucky 40864 Director: Burton Rogers	1913	Independent	local	17	*	*		*	*		
Quicksand Craft Center Vest, Kentucky 41772 Director: Naoma Powell	1963	Independent	E. Ky.	1 (20 workers)		*		*			

"Summary (cont.)"

					Program*						
Name/Address/Director	Date of Origin	Affiliation	Region of Service	Staff	Change of Primary Focus	Education	Residential Care	Economic Services	Leisure	Health	Communications
Red Bird Mission, Inc. Beverly, Kentucky 40913 Director: Dr. John W. Bischoff, Superintendent	1921	Methodist	4 county region and E. Ky.	120		*		*	*	*	
Riverside Christian Training School, Inc. Lost Creek, Kentucky 41331 Director: Harold E. Barnett	1905	Brethren Church	local	20		*		*	*	*	
W. M. T. C. Radio Vancleve, Kentucky 41385 Director: Wilfred Fisher	1948	Ky. Mt. Holiness Association	E. Ky.	6							*
NORTH CAROLINA											
The Arthur Morgan School Route 5, Box 79 Burnsville, North Carolina 28714 Director: Herb Smith, Admin. Bob Barrus, Principal	1962	Independent	wide-spread	10		*		*	*		*

"Summary (cont.)"

Name/Address/Director	Date of Origin	Affiliation	Region of Service	Staff	Program* Change of Primary Focus	Education	Residential Care	Economic Services	Leisure	Health	Communications
Baltimore Country Market 1000 Hendersonville Rd. Asheville, North Carolina Director: Mrs. John Izard and Mrs. Veach	1955	French Broad River Garden Club Foundation	local (plus workers)	6		*		*			
Grandfather Home for Children Box 98, Banner Eld, North Carolina 28604 Director: Rev. D. Edward Reneger	1900	Presbyterian	N. C.				*		*		
Handicraft Mutual 1000 Hendersonville Rd. Asheville, North Carolina Director: Mrs. L. L. Barrow	1941	Independent	Asheville	2 (plus workers)				*			
John C. Campbell Folk School Brasstown, North Carolina 28902 Director: John M. Ramsay	1925	Independent	local	39		*		*	*		
Nonah Craft Center Route 1 Franklin, North Carolina 28734 Director:	1948	Independent	local	1 (plus 25 workers)				*	*		

"Summary (cont.)"

Name/Address/Director	Date of Origin	Affiliation	Region of Service	Staff	Program*						
					Change of Primary Focus	Education	Residential Care	Economic Services	Leisure	Health	Communications
TENNESSEE											
East Tennessee Christian Home Box 747 Elizabethton, Tennessee 37643 Director: Dr. Fred Smith, Superintendent	1949	Christian Church	county	9			*				
Friendsville Academy Friendsville, Tennessee 37737 Director: Mrs. Frances Hill	1857	Quaker	local and wide-spread	19		*					
Pittman Center Sevierville, Tennessee 37862 Director: Rev. R. E. Cline	1920	Methodist	local	3	*	*		*		*	
Sunset Gap Community Center Box 420 Newport, Tennessee 37821 Director: Rev. Robert K. Davis	1920	Presbyterian	local	12	*	*		*	*		

"Summary (cont.)"

Name/Address/Director	Date of Origin	Affiliation	Region of Service	Staff	Program*						
					Change of Primary Focus	Education	Residential Care	Economic Services	Leisure	Health	Communications
Washington College Academy Washington College, Tennessee 37681 Director: T. Henry Jablonski, President	1780	Presbyterian	local-and wide-spread	43		*		*			*
VIRGINIA											
Clinch Valley Handicraft Center Dungannon, Virginia 24245 Director: Mrs. Margaret Bolton, President	1962	Independent	local	50				*	*		
FOCIS 10 E. Wyandotte Ave. Big Stone Gap, Virginia 24210 Director: Anne Leibig, Center Director	1967	Independent	Appalachia	8		*		*	*		
The Lutheran Children's Home of the South P. O. Box 151 Salem, Virginia 24153 Director: Mr. Roy Henrickson	1888	Lutheran	Virginia	20			*				

"Summary (cont.)"

Name/Address/Director	Date of Origin	Affiliation	Region of Service	Staff	Program*						
					Change of Primary Focus	Education	Residential Care	Economic Services	Leisure	Health	Communications
The Virginia Baptist Children's Home Box 849 Salem, Virginia 24153 Director: R. Franklin Hough, Jr.	1890	Baptist	Virginia	42		*	*				
WEST VIRGINIA											
Appalachian South Folklife Center P. O. Box 5 Pipestem, West Virginia 25979 Director: Don West	1966	Independent	Appalachian region	1 and vol.		*		*	*		*

*See Descriptions Under DEFINITION, p. 5.

SETTLEMENT INSTITUTIONS

INDIVIDUAL REPORTS

GEORGIA
(Rabun County)

CAMP CUMBY GAY
Mountain City, Georgia 30562
Don L. Aalborg, Director

CHARACTER OF THE INSTITUTION: Camp grounds used for recreation, conference grounds, and training center for church leadership.

GOVERNING STRUCTURE: Church of the Seventh Day Adventists, Georgia-Cumberland conference.
Executive Committee: 3597 Covington Highway
Decatur, Georgia

PROGRAMS: Evangelistic planning conferences year round.
Summer-from June to mid-July: youth camps.
-rest of summer: church leadership conferences and conventions.
Activities available on the camp grounds:

- Canoeing
- Crafts
- Water skiing
- Campfires
- Swimming
- Horseback riding
- Camping-general and "pioneer"
- Nature study

All guided toward a fuller spiritual life for the individual and for groups.

STAFF: Permanent-2
Summer-30
Many are volunteer.

OTHER RESOURCES: Within the Georgia-Cumberland Conference, besides the church congregations:
5 Academies
2 Hospitals
Southern Missionary College, Chattannooga, Tenn.
(Collegedale)

FACILITIES: 300 acres
Accommodations for 100-150 people--cafeteria, chapel, lodge, 12 cabins, nature building, residences, swimming lake and water skiing lake, both spring fed, small zoo, 15 horses and corral, ball field, mountain forests with trails.

BRIEF HISTORY: The campgrounds was purchased and put into operation in 1956, by the conference.

GEORGIA
(Rabun County)

RABUN GAP-NACOOCHEE SCHOOL
Rabun Gap, Georgia 30568
Dr. Karl Anderson, President

CHARACTER AND PHILOSOPHY: The schools provide a balanced atmosphere for young people who find themselves in circumstances which they cannot solve successfully while living at home. However, the delinquent and mentally or physically ill are not accepted because there are no facilities for their treatment. Financial status is not considered.

GOVERNING STRUCTURE: Board of Trustees under the auspices of the Presbyterian Synod of Georgia.

PROGRAMS, SERVICES, ACTIVITIES: The school services about 120 boarding students and 130 day students at the high school level. Although about 60 percent of the students go on to college, others are prepared to go directly into industry, agriculture or the armed forces.

There is a work program in which all students participate, earning a minimum of $240 a year and a maximum of $720. The work includes various facets of the school including office, kitchen, shops or field work.

There is also a quarterly magazine, consisting of students' writings.

STAFF RESOURCES: 48 staff members, 14 of whom are full-time teachers, also 3 part-time teachers.

FACILITIES: 1,200 acres with 300-acre farm
Academic building housing classrooms, library and chapel; 3 dormitories; dining hall; recreation building with gym; outdoor swimming pool; 2 barns; dental office; used clothing store; industrial arts building; home management; craft shop; 12 residences; administration building (under construct)

HISTORY: Rabun Gap-Nacoochee is the result of a merger in 1926 of Rabun Gap Industrial School and Nacoochee Institute following fires which destroyed major facilities at both schools. Both of these schools trace their beginnings to 1903.

GEORGIA
(Habersham County)

TALLULAH FALLS SCHOOL
Tallulah Falls, Georgia 30573
Mr. Kermett J. Harris, Director-Superintendent
Mr. Ben N. Williams, Principal-Counselor

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: A private boarding school for grades 8-12, serving the disadvantaged child. (1) They may be disadvantaged in their homes by having lost a parent, and in some cases both parents; or they may be disadvantaged from a financial standpoint. (2) They may be disadvantaged in their community, such as undesirable location, peer groups, and undesirable environment. (3) They may be disadvantaged due to the community school, such as nonaccredited, large classes brought about by consolidation, or other extenuating factors. Being a year-round school, many students seek to enrich or accelerate their program. Students are not accepted who are under psychiatric care or involved in juvenile delinquency actions.

GOVERNING STRUCTURE: Tallulah Falls School is the only school known that is owned by a state federated group of women--the Gergia Federation of Women's Clubs. It is managed and operated by a Board of Trustees as a corporation.

PROGRAMS, SERVICES, ACTIVITIES: The school can accommodate 150 boarding students and also serves the 50 day students from grades 8-12 who live in the community. The school operates year-round on a trimester basis with the first two trimesters equivalent to a normal school year, and the third trimester consisting of 60 school days during the summer months. It is the only school approved for two units of work during this 60 days by the accrediting agencies. All students participate in daily work chores as a part of their learning processes. No student works his way through at Tallulah Falls. Students are required to work two weeks during the summer months unless attending the year-round program. Scholarship aid is available for any student for whom a financial difficulty exists. No student has ever been denied admission to the school due to financial aid. The extra-curricular program includes band, chorus, all forms of athletics, field trips, and recreation. Individual attention with a small pupil-teacher ratio is a feature of the school.

There is no element of poverty in the town of Tallulah Falls in that a majority of its residents are employed by the Georgia Power Company to work at one of its six hydro-electric plants in the area. The town is surrounded on three sides by the Chattahoochee National Forest and on the east side by Tallulah Gorge.

STAFF: 18 faculty, 19 others.

FACILITIES: 600 acres. Raise swine and beef cattle. Academic building, 2 dormitories, dining-kitchen building, football staduim-field house, 10 residences for staff; 2 barns. Under construction: multipurpose recreation center housing a little theater, music, physical education, and an indoor heated swimming pool.

BRIEF HISTORY: The challenge to build the school at Tallulah Falls was undertaken by the Georgia Federation of Women's Clubs in 1905. In 1909 the first school building was completed, and classes began with 21 mountain children attending. The boarding program was a result of children traveling long distances requesting to remain overnight, and in lieu of cash traded home products for the privilege. It began with a philosophy that there is more to learning than can be found in books, thus a school building with a kitchen, classroom, library, craft, shop for boys, and a dining room. It has prospered through the years to the point that it now has a net worth of almost four million dollars. The school has an endowment of $1,500,000.

KENTUCKY
(Knott County)

ALICE LLOYD COMMUNITY OUT-REACH PROGRAM (ALCOR)
Pippa Passes, Kentucky

CHARACTER OR PHILOSOPHY: To help remedy the malnutrition of body and mind of children in the remote hollows of Appalachian Kentucky.

GOVERNING STRUCTURE: Operated as a community out-reach program of the Alice Lloyd College, a private, independent 2-year college in rural Knott County. The 3-year demonstration program, beginning in the summer of 1969, is funded by an anonymous private foundation. Continuation is expected under other funding. Two committee structures will aid the implementation of the program. One at the local level, designed around the hollows and will build upward eventually involving community center officers county officials, state technical and agency advisors and federal agency advisors. The second committee will start at the federal level and work down to include necessary technical and specialized personnel to provide services and resources as necessary.

PROGRAM: The first summer's program will be an immediate demonstration activity of a comprehensive delivery system for supplying health and education diagnosis and remedial service to a portion of the many children who suffer from isolation from contemporary America because of the rugged topography of Appalachia.

Forty-eight students of Alice Lloyd, who are themselves products of the mountains, will spend the summer living and working with the children and families located in 16 of the region's many hollows. Their first efforts will be directed toward providing organized recreational activities for the children. As they gain the confidence of the children and their families, they will involve the parents in activities designed to create receptiveness to the formation of a community organization throughout the length of the hollow., Then, by working directly with the children, their parents, and the community organizations, they will begin to create an awareness of the need for improved levels throughout the community. In addition to the Alice Lloyd students the Appalachian Regional Commission and the Student Medical Association are providing the program with one student nurse for each center.

ALCOR (cont.)

As a part of the program to raise the aspiration level of the children and their parents, trips will be taken to nearby towns and cities so that they can be exposed to the wide variety of urban services available to the rest of the country.

At the conclusion of the summer program, information with regard to the special health and education needs of the children participating in the program will be provided to their school teachers, county health officers, and social workers as appropriate. During the school year, followup will be provided by program staff, not only to check on programs, but also to find ways to improve next summer's program.

STAFF: 7 administrators, 8 consultants, 48 college students, 16 nurses.

FACILITIES: Access to Alice Lloyd College for administration and center.

BRIEF HISTORY: Alice Lloyd College has had community outreach programs since 1965 on a major scale. This program, based on its earlier experiences, began in the summer of 1969.

KENTUCKY
(Jackson County)

ANNVILLE INSTITUTE

Annville, Kentucky 40402
Mrs. Ann Morris, Acting Director

PHILOSOPHY: The school's philosophy is summarized in an understanding of what education means in a school based on Christian principles. The stated belief is that: Education is the process of stimulating and guiding the development of attitudes, knowledge, skills and social understanding which will enable the student to grow spiritually, physically and mentally, and to develop occupationally, socially and culturally, thus leading him to discover and pursue objectives which are religious, challenging, dynamic, reasonable, and morally and socially worthy.

GOVERNING: General Program Council, Rev. John E. Hiemstra, Secretary for North American Ministries, Reformed Church in America, 475 Riverside Drive, New York, New York 10027.

PROGRAMS AND ACTIVITIES: Annville Institute is a boarding school, accredited by the state department of education, offering instruction to students in grades 8-12. In addition to the regular school program, each boarding student is required to work approximately 15 hours per week. The work helps to keep costs at a minimum and also gives students the opportunity to have learning experiences and assume additional responsibilities. Boys are assigned work on the farm, in the gym, dormitory, school, wood industries and maintenance department. The girls are given work in the kitchen, dormitory, office, dining hall, laundry and weaving department.

Among the areas of work for the students is the Student Industries. Some of the girls do weaving. Some boys are assigned to the wood industries where they turn out candle holders, salad bowls and other such items. The weaving and wood products are sold through the Institute office.

The Institute also maintains a trade store that makes used clothing available to students at the school and the people of the community.

The farm at Annville provides an opportunity for many boys to work and learn about modern dairy farming. The Holstein herd numbers approximately 75 animals. Approximately 45 cows are milked twice a day in the grade "A" milking parlor. The milk is sold to a commercial dairy.

FACILITIES: Twenty major buildings dot the 20-acre campus with an additional 180 acres of farm and woodland. Modern dormitories provide housing for 140 students of high school age.

STAFF: The staff consists of 30 full-time workers; 14 serve on the teaching staff.

BRIEF HISTORY: In 1909, 75 acres of worn-out farm was purchased on Pond Creek in Jackson County. By 1910, the school, founded by the Rev. Wm. A. Worthington, had a normal training class which included a review of the 8th grade work, making it possible for several students to qualify for teaching certificates. In 1923, Annville Institute became a fully accredited high school, with vocational work for boys and girls. From the beginning the school's objective was the development of Christian character in each student. The campus became a laboratory for Christian living.

Perhaps the outstanding reason for the great influence of Annville Institute lies in the devotion, consecration, capabilities, and vision of the people who have worked there. The graduates of Annville Institute are outstanding teachers, farmers, housewives, business and professional men and women of Jackson County and other communities where they live. At Annville they gained the opportunity for all-around development, receiving an insight into new ways of earning a living, gaining a vision of the limitless potentialities of the spiritual life which secular schools are not equipped to give.

BETHANY CHILDREN'S HOME, INC.
Bethany, Kentucky 41313
Campton Exchange 606-668-6353
Rev. E. Walter Dean, Superintendent

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: "Bethany Children's Home is dedicated to the care and Christian training of homeless children in the hills of Eastern Kentucky. The home is based upon the doctrinal foundation of the divinely inspired whole Bible, centered in a Christ Who is Deity and characterized by a miraculous Virgin Birth, a sinless life, a vicarious death, a literal resurrection and a visible return; also a belief in eternal reward and eternal punishment and a witness to Scriptural Holiness."

GOVERNING STRUCTURE: It is an independent, non-denominational, non-profit organization with a Board of Trustees who set policy guidelines and hire a Superintendent.

PROGRAM: A residential home for four to five dozen homeless or neglected children. Presently there are 45 children between the ages of 2½ and 19. BCH hums with both work and play. The children and young people, along with a missionary staff, make up the Bethany family. "The younger members give their attention to school life, dorm and barn chores, garden and farm work. The playgrounds, game field, skate walk, bicycle and pony riding and water fun afford golden hours of play. Other activities include 4-H and Boy Scout clubs. Nearby areas of great natural beauty, which dot the Cumberland foothills, invite outings, picnics and hikes. Only a few miles distant are the famed Natural Bridge State Park and Daniel Boone National Forest. Staff members work side by side in the bond of a mutual purpose to maintain a home-like Home for the children of Bethany. Community interests are served by a Bible teaching program reaching 800 children, Daily Vacation Bible School, and three outstations. Used clothing is made available and meets a vital community as well as Home need. Medical attention is given to those from the Home and the community who visit the registered nurse on the staff. Day pupils may attend the three-teacher Christian school. The church doors are open to all."

Bethany Children's Home (cont.)

STAFF: 25

FACILITIES: 17 buildings; 500 acre farm, 450 in forest and pasture; dairy.

BRIEF HISTORY: In 1926, an old log cabin was offered to Miss Marjorie Burt and Miss Laura Wendland as a place where they could live and conduct a Sunday School until they could erect a building. In that first year, the hill people learned of the women's love for children. Soon five unwanted girls were brought to the cabin. Thus Bethany Children's Home became a reality. It has since grown from the log cabin to 17 buildings and 500 acres in size. "During anniversary week in October, 1966, many of the Home's 1,500 former children paused nostalgically at the cabin's door. They remembered its history--but greater than this, they thanked God that Bethany was the place where they began to truly live."

KENTUCKY
(Breathitt County)

BETHEL MENNONITE CENTER
Rowdy, Kentucky 41367
Rev. Eldon H. Miller, Director

CHARACTER OF THE INSTITUTION: The Center was formerly a children's home which closed in 1956. The emphasis is now on church work and/or church building.

GOVERNING STRUCTURE: The Center is under the Conservative Mennonite Board of Missions and Charities in Irwin, Ohio.

PROGRAMS, SERVICES, ACTIVITIES:

On Campus -- Three summer camps: one for youth from northern states and two for children and youth in the region.
Vacation Bible School
Boy's Clubs
Regular church services plus youth fellowships, Sunday School and women's meetings.

Off Campus -- Distribution of Christian literature through book racks in super markets
Distribution of religious tracts in nearby towns.

STAFF: Pastor's family, one supported worker, local church members, voluntary service workers from other states

FACILITIES: 9 buildings, dormitory and dining facilities for 75, playground, recreation hall

BRIEF HISTORY: Begun in 1946 as a children's home, the Center was forced to close because of some unfortunate circumstances. The present director now emphasizes activities such as camp grounds, youth work and various church work activities.

BUCKHORN PRESBYTERIAN CHILD WELFARE AGENCY
Buckhorn, Kentucky 41721
Phone 606-398-7245
David G. Berger, Executive Director

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: "Buckhorn is the extension of the church's ministry to disadvantaged children in Appalachia. The prime objective is to develop whole personalities...to heal the hurts caused by parental neglect and/or emotional illness...and to help prepare youngsters to mature into self-respecting, responsible adults. Each child's needs are taken into account...educational, spiritual, medical, psychological, vocational and social...It has a five-fold program: Service to children in their homes; residential care; foster family care; day care; and after-care services.

GOVERNING STRUCTURE: Operated under the Synod of Kentucky, The United Presbyterian Church in the USA. It is licensed by the State of Kentucky, Department of Child Welfare.

PROGRAMS: On-Campus--Presently 30 children resident, between the ages of 8 and 16; cottage living; psychiatric social work services; children who are able attend the local public school. Children who cannot attend public school because of educational deprivation or emotional and behavior problems attend the campus school classes. Accredited academic classes in special education are held on the campus. In addition a summer school program focuses on remedial and enrichment needs of the children. Vocational training in the basic construction trades are offered on a very personalized basis for 15 and 16-year-old boys. An organized recreation program is provided. Minor medical needs are treated by the Center nurse. She also serves the broader needs of the community since there are no other medical facilities at Buckhorn. When children require a doctor's care or specialized medical services, they are taken to Hazard or Lexington. A medical vehicle is owned and operated by the Center. A contract with the Hazard based Comprehensive Care Clinic provides psychiatric service.

A Day Care Center for four and five-year-olds (currently 30 attending, mostly from the community) includes activities in speech and the language arts, arithmetic, penmanship and play--physical and social growth.

Week-long summer work camps of church groups, from both Kentucky and other areas of the U.S., help provide labor for certain types of maintenance and improvement projects.

Off-Campus:--The Foster Home program currently cares for 37 children. These foster homes are carefully studied by the Center prior to approval and the placement of children in them. An ongoing program of supervision and in-service training is provided for the foster homes.

Children are supervised and counseled after they leave the Center, for at least one year, as it is helpful to them. The Center provides funds for college education, vocational and technical training and similar opportunities for deserving and needy young people who have completed their stay at the Center. Often they return to the Center for guidance because for some this is their only home. About 30 children are currently receiving these services--for some the placement is in adoptive homes, for other specialized, such as boarding school, college, vocational school, training, etc.

The children come to the Center, from all of Kentucky but primarily from Eastern Kentucky, where economic and social conditions are often poor.

STAFF: The Agency has 35 persons, full and part-time, on its staff, headed by a professional social worker. They include social workers, nurse, teachers, house parents, administrative personnel, volunteers during school year and in special summer programs. The Center usually has six college students, more or less as interns, from a combination of four colleges: Beloit College in Tennessee, Kalamazoo College, Michigan, Pikeville College Dept. of Special Education students, Pikeville, Kentucky, and Oakland University, Rochester, Michigan.

FACILITIES: 1,500 acres, mostly in forest. The few acres of farm land are leased out. Main campus of 25 acres. 27 buildings.

HISTORY: Harvey Short Murdoch, 1871-1935, came from Brooklyn, N.Y. and as Field Sec. of the E.O. Guerrant's Society of Soul Winners, founded Witherspoon College, 1902. This institution became the Agency and until 1957 was a boarding school for grades 1-12 and an orphanage. By 1969, with closer ties with the Ky. Dept. of Child Welfare has become a referral agency--medical and mental health clinics.

KENTUCKY
(Perry County)

COMMITTEE FOR POOR PEOPLE
R. R. #1, Box 73-B
Hazard, Kentucky 41701
George A. Archer, Director

CHARACTER AND PHILOSOPHY: The Committee provides clothing and household furnishings for low-income, needy families.

GOVERNING STRUCTURE: 12 men and women are elected to serve on the committee. In addition, there is the director, the secretary and the treasurer.

PROGRAMS, SERVICES, ACTIVITIES: The chairman solicits donations of food and clothing. The families are then screened by a committee to determine who is in the greatest need. The Committee also distributes to the local schools and child welfare plus boxes to the OEO office for distribution.

A Youth Council has been formed. A building for group meetings and activities is planned but funds aren't presently available for construction. It will be used for the Youth Council activities, Girl and Boy Scouts, Committee meetings, recreation, and other community center activities.

The Committee obtained free school lunches for all low-income families. Christmas baskets of food, fruits, candies, and toys are provided poor families, when funds are available.

A program of rural self-help housing has been initiated. Some legal services for the poor have been made available. Medical services have been improved because of Committee action.

The Committee is working to obtain free food stamps, and additional food stamps for those most in need.

STAFF RESOURCES: The committee plus the director.

FACILITIES: Central office plus a partially completed storage house being built by Mr. Archer.

BACKGROUND: The organization was formed on September 8, 1967.

KENTUCKY
(Knott County)

CORDIA IMPROVEMENT ASSOCIATION
Route 2, Box 265
Hazard, Kentucky
Mary Ethel Combs, President
Jaspar Gayheart, CID Operator

PURPOSE: To help the people in the community in any way possible.

GOVERNING STRUCTURE: Community members elect officers.

PROGRAM: Training in handicrafts, and sale of the products: quilts, weaving, hooking rugs, sewing.
There are plans for operating a Day Care Center.

STAFF: 3 women.

FACILITIES: Small community center building, 2 looms, sewing machine.

BRIEF HISTORY: The Association was formed in October of 1967.

KENTUCKY
(Wolfe County)

DESSIE SCOTT CHILDREN'S HOME
Pine Ridge, Kentucky 41360
Campton Exch. 606-668-6445
Mr. Sanford Winchip, director
Mrs. S. Winchip, assistant director

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: A children's home for dependent and neglected children, with the additional purpose to religiously educate them.

GOVERNING STRUCTURE: Guided by an independent Board of Directors, the Home receives support through private contributions, mostly from churches, Sunday School classes, and individuals.

PROGRAM: Provide a home for, presently, 45 children between the ages of 3 and 17. They are all mountain children and most are referred to the Home by the State Department of Child Welfare. The children attend the county schools. Each is expected to do his part, according to his ability, to help with chores and odd jobs in maintaining a home.

STAFF: 15

FACILITIES: 4 major activities buildings, 2 dormitories, 50 acres, including a garden.

BRIEF HISTORY:, The Home was founded in 1934 by Esther Pushee, a member of the Christian Missionary Alliance.

FAITH MOUNTAIN MISSION OF KENTUCKY, INC.
Guage, Kentucky 41329
Rev. William W. Francis, Director
Miss Edith Malony, deputy director

CHARACTER AND PHILOSOPHY OF THE INSTITUTION: To establish and maintain mission work in the mountains of Kentucky for religious and charitable purposes but not for profit.

GOVERNING STRUCTURE: Board of Trustees

PROGRAMS, SERVICES AND ACTIVITIES: The Mission is involved in church and Sunday School services, Bible clubs, home visitation, summer Bible camp, community work, public school visits, an Annual Prayer Conference, young people's meetings, and prison services.

STAFF RESOURCES: 13 workers

FACILITIES: 55 acre camp ground site in Guage, Kentucky, plus 7 stations in Breathitt and Magoffin Counties, 5 churches and 8 Sunday Schools..

HISTORY: The Mission was founded on June 20, 1926, by Miss Anna M. Lewis and Miss Margaret E. Paul. It was incorporated in 1935.

KENTUCKY
(Breathitt County)

FOREST HILLS COMMUNITY CENTER
Morris Fork, Kentucky 41353
The Rev. and Mrs. Samuel VanderMeer, directors

CHARACTER OR PHILOSOPHY: To promote economic, moral, educational and spiritual progress in the community.

GOVERNING STRUCTURE: Board of National Missions of the United Presbyterian Church.

PROGRAM: Youth camps, conferences, quiltings, church, Sunday School, Youth meetings, women's meeting, community gatherings, P.T.A., 4-H clubs, choirs, medical services, used clothing distribution, recreation, outstation, music and chapel in schools, participation in county and state organizations;, teaching, etc.

STAFF: The VanderMeers and Miss Grace Pash (part-time)

FACILITIES: Church building, school, 3 cabins for summer work campers, museum.

BRIEF HISTORY: In the summer of 1923, Samuel VanderMeer went to the Kentucky mountains for his vacation. He planned to return to his home in New Jersey, but listened, instead, to the plea of people from an isolated community of Morris Fork. Their school had been closed for several years. Would he come and teach their children? He accepted the invitation, repaired cracks in the dilapidated school house, whitewashed it, and welcomed 30 pupils on the first day of classes. He received no salary, but boarded around in the homes of the parents. Every evening he had devotions with his host families, and on Sundays he held worship services in the school house.

After four months he felt he could stay no longer, and preached a farewell sermon. But very shortly the needs of the place pulled him back to it. He reopened the school, organized literacy classes for adults, and went to teach two days a week in another community across the mountains. On Sundays he preached in three places that could be gotten to only by foot or muleback. In recognition of his work, the Presbytery of Buckhorn ordained him in 1927. That same year he married Miss Nola Pease, the first registered nurse in Leslie County, who had been working in Wooton, Kentucky, under the Board of National Missions. They set up their home in Morris Fork, and while Mrs. VanderMeer concentrated on improving community health conditions and establishing a clinic, her husband continued his work in the school, persuaded farmers to try more profitable methods of planting and to bring in pure-bred stock and poultry. At first he held worship services in the Community House, which had been erected in 1927. Then gifts of lumber, money and labor made it possible, in 1929, to complete an attractive church of shingles, logs and native stone.

Transformation gradually came to Morris Fork. A modern school was built, with facilities for teaching domestic science and manual training. Once a community of scant education, it is now one from which many young people go out to college or to take advanced technical training. Not all of them return to their mountain homes, for economic opportunities there are limited. But in the cities where they work they often become active church members. Undoubtedly much of this spiritual vitality stems from the influence of the church which nurtures their developing years through Sunday School classes, worship services, vacation church school, and youth programs that encourage Christian growth and provide recreational activities.

The congregation at Morris Fork now numbers about 150. The church school is graded, and there is a robed choir to provide special music at worship services. Concern for young people led recently to the organization of a new youth group in a nearby community where the program has attracted many who formerly had no connection with the church. Cabins have been built which are used the year round by tour groups,and in the summer by young people who come from Presbyterian churches over the country for work camps. Some, because of their experiences in such projects, have been led to decide on a full-time career in religious service.

KENTUCKY
(Leslie County)

FRONTIER NURSING SERVICE
Wendover, Kentucky 41775
Miss Helen E. Browne, Director

CHARACTER: All means of health service to a rural area.

GOVERNING: The voting membership of the Frontier Nursing Service is composed of those who comprise its committees, both in the field of work in the Kentucky mountains and beyond the mountains. Members who attend the Annual Meeting vote for the election of the Board of Governors and the Trustees for the ensuing fiscal year. The Board of Governors elects its own officers and is responsible for the direction of the affairs of the corporation. The Director of the Service is appointed by the Board and is responsible for the general work of the corporation. The resident medical director is also appointed by the Board. The Trustees act as an advisory group to the corporation. The Service has two professional advisory groups, its National Medical Council and its National Nursing Council. Members of the Medical Council who live in Lexington, Kentucky, are the Medical Advisory Committee and it is this Committee which authorizes the Medical Routines -- the standing orders under which the nurses and nurse-midwives work -- and acts as consultants to the Medical Director.

PROGRAM: It supports a well-equipped stone hospital with two physicians, 25 beds, 12 bassinets, two incubators, at Hyden, Kentucky, where children are given free care; maternity cases are taken for a samll fee; where men and women are received, regardless of what they can pay, for illnesses and surgery.

Since 1939, the Service has maintained the Frontier Graduate School of Midwifery, which gives a six months' course in midwifery to registered nurses--eight per term. Graduates of this school are working all over the world.

It gives bedside care to the sick, care to women in childbirth and to children and does preventive work (health work) in 12 nursing districts at seven stations. It meets the social service problem of a rural people by a Social Service Department which has the support of interested people. It maintains a Record Department, first

Frontier Nursing Service (cont.)

set up by the Carnegie Corporation, where records are tabulated on thousands of maternity cases and, annually, on thousands of other patients.

It uses a group of young volunteers known as the Couriers who handle the horses of the Service, its truck, jeep, station wagon ambulance, and serve as guides to physicians, nurses, and interested laymen who come to study the work of the Service.

It offers its field of work for observation and study to physicians, nurses, nurse-midwives and social workers who wish to learn its technique for use in other governing rural areas. During the past several years, people have come for this purpose from 47 foreign countries.

STAFF: 135 total (100 are from the region)

FACILITIES: Wendover -- 320 acres. Buildings for administrative purposes; offices, clinics, and waiting room, post office, barns, stables, garages, maintenance facilities, staff residences, garden area.
Hyden -- 35 acres; hospital, 25 beds, 12 bassinets, out-patient; nurses' quarters, chapel, two residences for medical staff; cottage for the eight students of the Graduate School of Midwifery.
5 Outposts -- 2 to 5 acres each; a major building as residence for nurses, clinic, patients' waiting room, barns and stables, garden and pasture.

BRIEF HISTORY: The Frontier Nursing Service was begun in 1925 by Mrs. Mary Breckinridge who was its director until 1965. Mrs. Breckrinridge had taken her nurse's training at St. Luke's Hospital in New York City. After the death of her own two children, she decided to devote the rest of her life to the medical and nursing care of children in remote areas. While working in France, she met a nurse-midwife and realized that this was the person best equipped for work in a rural area. She received training at the British Hospital for Mothers and Babies in London, and the Highlands and Islands Medical and Nursing Service in Scotland. Then she returned to Kentucky to organize the Kentucky Committee for Mother and Babies, which after three years became Frontier Nursing Service. Most, but not all, of the incorporators were Kentuckians. Mrs. Breckinridge was born in Tennessee, but her family had been Kentuckians for generations.

KENTUCKY
(Wolfe County)

HAZEL GREEN ACADEMY
Hazel Green, Kentucky 41332
Mr. George W. Buchanan, Director

GOVERNING STRUCTURE: H.G.A. is under the auspices of the United Christian Missionary Society (Disciples of Christ - Christian) Department of Homeland Missions, which provides the major financial support. It is overseen by a local Advisory Board which hires the Director.

CHARACTER OF THE INSTITUTION: Accredited grades 9-12 with emphasis on Christian Education. Boarding for about two-thirds of the 85 students. Working towards as many as 120 students. Serving the Appalachian area.

PROGRAMS, SERVICES, ACTIVITIES:
On Campus: Counseling and guidance
- Standard high school curriculum plus:
  - Horticulture
  - Woodwork and crafts
  - Weaving
  - Music - band and chorus
- Labor program for all students
- Work scholarships available
- Christian youth fellowship activities
- Summer week-long church youth work camps
- "Jot-'Em Down Store"--used clothing store for community service
- Close rapport with the local community and general support from it

STAFF: 10 faculty. Total staff of 23.

FACILITIES: 32 acre campus with seven major buildings, including two dorms, administration - classroom - auditorium, gymnasium music and weaving building, industrial arts building, "Jot 'Em Down Store." Ten acres farmland (sold much of farmlands.)

HISTORY: Founded in 1880 by J. Taylor Day, William O. Mize and Green Berry Swango.

KENTUCKY
(Bell and Whitley
Counties)

HENDERSON SETTLEMENT, INC.
Frakes, Kentucky 40940
Phone 606-(Pineville) 337-3613
The Rev. Robert F. Fulton, Exec. Dir.

CHARACTER AND PHILOSOPHY OF THE INSTITUTION: The presence in our midst of poverty, powerlessness, hopelessness and brokenness calls us to accept God's imperative to be servants. "We see the role of Henderson Settlement as channeling all available resources to the goal of community self-determination through helping people to make the decisions which affect their lives."

GOVERNING STRUCTURE: An agency related to the National Division, Board of Missions of the United Methodist Church, 476 Riverside Drive, New York City 10027. The Settlement is governed by a board of not more than 30, not counting ex-officio members, representing both the affluent and the poor in the community and area, with three-fourths of the membership to be Methodist in church affiliation. The board meets monthly except July, August, December and January. The June meeting is the Annual Meeting.

PROGRAMS, SERVICES, ACTIVITIES: The Opportunity Store -- sale of used clothing.

Laurel Fork Crafts-(in process of becoming separate from Henderson Settlement as a legal cooperative owned and operated by the craftsmen.) produce and sell weaving, apple-head dolls, corn husk dolls, poke bonnets, seed pictures, miniature chairs, hand-sewn garments, wood carvings, leather work, jewelry, curios made of native materials such as coal and nuts.

Frakes Community Pre-School--Begun in 1965 under federal funds which have since been extensively cut and Settlement leadership, the pre-school is now functioning independently with cooperation and help from several agencies, including the Settlement.

Encounter On Mission--Summer high school aged, week-long youth work camps with emphasis on work on the Settlement's demonstration farm program and educational activities. College weekend groups come during the school year, with similar activities.

Laurel Fork Clinic--Serving the community, the Clinic has just become incorporated as an independent organization and is closely affiliated with the Frakes Volunteer Fire Department. For the past year the Henderson Settlement has been the organizing body for the development of the Bell-Whitley counties Community Action Program (CAP), which is now on its own.

Child Care Program--Since the early 50's Henderson Settlement has provided full-time children's care increasing to as many as 50 children at one time, all of school age. Recently, to update the program and conform to state and church standards, they have formulated plans to phase out the custodial care and will focus on a new program, including an emergency shelter for children suddenly rendered homeless, adoptive placement, foster care, group homes, day care for trainable retardates, and concentration upon preventive services to families with developing problems.

Demonstration Farm--Beef cow herd, feeder pig project, plastic greenhouse operation, timber, several acres of truck crops, formulation of farmers' cooperatives.

A United Methodist Church--Full church program, independent of any Methodist Conference.

STAFF: 25, 15 of whom are local.

FACILITIES: 1,400 acres including 200+ pasture and tillage. 38 buildings including: schoolhouse for 500 pupils, gymnasium, two dormitories, seven residences and two apartments, two barracks (summer) one improved holding at capacity 60 people, office building including clinic, one very large office room, post office, three individual offices, craft shop and three bedrooms.

Swimming pool, three barns, 200-foot utility building plus others.

BRIEF HISTORY: Founded in 1925 to provide elementary and high schools for some isolated parts of Bell and Whitley Counties,Kentucky, and Claiborne County, Tennessee. It provided boarding facilities and a work program, as well as the school building. In the late 40's it turned the schools over to the county and turned to custodial care for children from broken or disadvantaged homes. It soon developed also a welfare program. In 1966 with a change of directors, a basic change in the purpose and program of the Settlement was begun. The former paternalistic philosophy was discarded. The new approach was process oriented, to act as legal and organizational enabler, not provider and controller.

KENTUCKY
(Knott County)

HINDMAN SETTLEMENT SCHOOL
Hindman, Kentucky 41822
Raymond K. McLain, Director

CHARACTER OR PHILOSOPHY OF INSTITUTION: To provide social service in various forms primarily to Knott Co.

GOVERNING STRUCTURE: An independent Board of Directors, which hires the Executive Director. It is supported partially by an endowment fund and partially through individual and group contributions.

PROGRAMS, SERVICES, ACTIVITIES:

On Campus - Boarding program for 40 high school students
Work program for all students.
Services and facilities to the public high school - library
Playing fields.
Home economics and vocational training building.
Off Campus - Extension services to rural Knott County (according to staff availability.)
Recreation leadership for the small rural schools
Arts and crafts classes in the small rural schools.
Music classes in small rural schools.
Kindergartens in isolated rural communities.
Community worker in isolated rural communities.
Directing the Neighborhood Youth Corps education component for school dropouts in a four-county program.

STAFF: 15 Other staff resources from the NYC program, Department of Labor.

FACILITIES:
75 acre campus, mostly in forest
75 acre farm, in forest.
13 main buildings
Outpost residence.

BRIEF HISTORY: In 1899, through a letter from a Hazard minister, the Kentucky Federation of Women's Clubs sent Miss May Stone and Miss Katherine Pettit to Hazard to conduct a camp, teaching both young and old to cook and sew, to take care of a home, to play games together, etc. Uncle Solomon Everidge walked 20 miles across the mountains, barefoot and 80 years of age, to ask the "wimmin" to come to Hindman the next summer, which they did. He wanted "larnin' for his grands and his greats," and in 1902, out of that experience came Hindman Settlement School, the first rural settlement in the country, based on the ideas of Hull House in Chicago. They began with the elementary grades and expanded to high school level; they introduced public health work throughout the county, and they started the first bookmobile as early as the thirties. All these are now operated by the county, for the policy has always been to start a project, keeping it until the county is ready to assume responsibility for it. The Settlement still works in many ways with the county in helping rural schools and communities, providing extension workers in arts and crafts, music, recreation and kindergartens. It has done much to encourage and revive the folk traditions of song and dance, and the old patterns of weaving.

KENTUCKY
(Perry County)

HOMEPLACE RURAL COMMUNITY CENTER
Ary, Kentucky 41712
Miss Lula Hale, Director

CHARACTER OR PHILOSOPHY OF INSTITUTION: To supplement the programs of rural schools; to improve living conditions; to improve health conditions.

GOVERNING STRUCTURE: Funded by the E.O. Robinson Mountain Fund, Homeplace is governed by an independent Board of Trustees.

PROGRAMS, SERVICES, ACTIVITIES: Operate two bookmobiles, with the library to supply them.
Experimental farm--grasses, hothouse tomatoes.
Homemakers club.
Regular folk dancing evenings.
Young people's (teens) group.
Garden meetings.
Reforestation demonstrations.
Recorder classes.
Two Boy Scout troops.
Hospital--Clinic, one doctor
    Home health agency
    Internship program (Frontier Nursing Service)
Sunday School

STAFF: Hospital--18
Other, including administration, farm, and other programs--8

FACILITIES: 12 buildings, including barn, hospital, recreation/library building, etc., 350 acres, much in forest.

BRIEF HISTORY: The Homeplace Center was founded in 1930, one of the philanthropic returns on the fortune of the lumberman, E. O. Robinson, which was amassed early in the century from the great virgin timber cut and shipped to the industrial and urban centers in the East. Various other activities and programs in which Homeplace has involved itself, according to need relevancy, include: Home economics classes, craft training and sales, cow dairy, sheep, 26-bed in-patient phase of the hospital.

KENTUCKY MOUNTAIN BIBLE INSTITUTE
Vancleve, Kentucky 41385
Martha L. Archer, Director

CHARACTER OF THE INSTITUTION: Training for the Holiness Ministry at home and on mission fields around the world.

GOVERNING STRUCTURE: The Bible Institute as well as the following two organizations described are under the auspices of the Kentucky Mountain Holiness Association based in Lawson, Kentucky. Lela G. McConnell is the president of the Association which has a Board of Trustees from which is chosen an executive committee of five.

PROGRAMS: Bible training and Seminary for 100 boarding students (three-year course non-defreed.)

STAFF: 11

FACILITIES: six buildings including dormitories, classrooms, dining facilities, chapel, offices, farm.

BRIEF HISTORY: The Institute began in 1932 in the old Commissary building along the O. and K. Railroad at Vancleve. It washed away in 1939 in a flash flood. It was rebuilt in 1940 at the present site.

KRYPTON BIBLE CENTER

ADDRESS: P. O. Box 376, Krypton, Kentucky 41754

DIRECTOR: Miss Margaret Lowery

CHARACTER OF INSTITUTION: Church with two outposts for Sunday Schools, V.B.S. and 4-H Club work.

GOVERNING STRUCTURE: Missionary Board of the Brethren Church, 530 College Avenue, Ashland, Ohio 44805.

PROGRAMS AND SERVICES:
On Campus: religious education, Home Economics programs for girls and women (4-H and Homemakers).
Off Campus: Religious education, plus above services to local area, county, and folks of Quicksand Extension Area.

STAFF RESOURCES: 1 person, plus a number of volunteers from church and college groups.

OTHER RESOURCES: Work closely with University of Kentucky Extension staff and other community agencies.

FACILITIES: Parsonage, large church and campus house for guest use and community use.

BRIEF HISTORY: Established in 1915 as a church, grew to a boarding school for elementary and high school training. School work was abandoned after public school transportation became available. After school program abandoned - only religious programs pursued until 1955. Since then services have been extended to involve people in practical programs that will help them apply Christian principles and encourage self-development.

KENTUCKY
(Knott County)

LICK BRANCH COMMUNITY CENTER, INC.
P. O. Box 98
Katherine Combs, President

CHARACTER OF THE INSTITUTION: A Community Center, incorporated with a Board of Trustees.

PROGRAMS, SERVICES, ACTIVITIES:
Recreational
Sunday School classes
Church services
A variety of activities are hoped to begin when the building is fully completed, in the fall of 1969.

STAFF: All volunteer.

FACILITIES: A newly finished community center building including a meeting-recreation area, a kitchen, a clinic room, a classroom-library, restrooms. ½ acre.

BRIEF HISTORY: Incorporated in 1965 by a group of community members, many activities have been delayed due to delays in construction of the center building, then in its complete destruction through accidental fire.

KENTUCKY
(Knott County)

LOTTS CREEK COMMUNITY SCHOOL, INC.
Cordia, Kentucky
Box 265, Route 2, Hazard,Kentucky
Miss Alice H. Slone, Director

CHARACTER: Primarily an educational institution but gives work aid to some of the people, clothing, food and other financial aids to the needy. Scholarships to college bound students or aids to attend vocational schools.

GOVERNING: Incorporated with board of directors. Schools accredited under Kentucky Department of Education.

PROGRAM: Regular school in session 8 am to 4 pm. Dormitory students housed on the campus. Gardening, farming, care of livestock; house keeping, etc. Work aid. Also use Nelson Men and NYC for high school students.

Neighborhood center, we are available when called on for any kind of assistance by way of small services or advice.

STAFF: 11 teachers.

FACILITIES: Girls' dormitory, boys' dormitory, lunchroom, log house, teacherage, guest house, offices, laundry, Santa Claus House, classroom building, library, auditorium, gymnasium, residence.

BRIEF HISTORY: The Lotts Creek Community School was founded by a mountain woman, Alice Slone. She came from the head of a hollow and found her way out of the mountains in 1919 through the kindness of Mrs. Alice Lloyd of the nearby Caney Creek Community Center. In Cleveland, Ohio, where she was sent by Mrs. Lloyd, she earned her way through grade school, high school, business school, and the Ohio State University at Columbus.

In 1932, at the request of Mrs. Lloyd, she returned to Caney Creek and taught for one year. In 1933, at the suggestion of her sister, Bertha, also a teacher, she came to Lotts Creek, answering a desperate call for education and wider horizons for the stalwart but landlocked people of Lotts Creek. Lotts Creek had no road, no electricity, no high school, and no future beyond the perpendicular ridges imprisoning the valley.

Immediately, with the help of local families and friends in the great wide world beyond the mountains, Cordia High School was organized and accredited by the state. This school soon began to send its graduates to college, increasing the numbers down the years, and holding an outstanding record for college and vocational bound high school graduates.

These have been years of slow growth but victorious achievement. Roads and electricity were brought into the valley; library and laboratories established; dormitories, a teacherage, offices, a house for receiving and administering gifts of clothing, a barn, orchards and gardens; and finally a really modern school plant with its library, gymnasium, auditorium, ten bright classrooms and modern restrooms. The high school joins Hazard Vocational School for morning classes, thus increasing its program of offerings.

KENTUCKY
(Breathitt County)

METHODIST MOUNTAIN MISSIONS IN KENTUCKY, INC.
403 Court Street(headquarters)
Jackson, Kentucky 41339
William F. Pettus, Superintendent

CHARACTER AND PHILOSOPHY: Some of the aims of the Mountain Missions as stated in a descriptive brochure are: (1) To make available good, usable clothing and household furnishing to people of limited incomes, at prices which they can afford to pay. We believe that it is much better for people to come into one of the OPPORTUNITY STORES, select the items which they need or want, and pay the price asked on these items, than to have "everything given without charge."
(2) To provide some employment to people in this area
(3) To provide a better type of Christian leadership for some of the communities in our area.
(4) Some charity work.

GOVERNING STRUCTURE: Under the auspices of the Board of Missions of the Kentucky Annual Conference of the United Methodist Church.

PROGRAM, SERVICES, ACTIVITIES: The main project of the agency is the operation of eight "Opportunity Stores" in eight different small towns in Eastern Kentucky. These stores are similar to the Goodwill Industry in that the items are donated and then are cleaned and repaired by employees of the agency. From a central clearing house in Jackson, the items are distributed to the stores. The items come from all over Kentucky and parts of Indiana and Tennessee. The agency has trucks which pick up the used items from churches in these areas several times a year. They employ about 50 people full-time and serve an estimated 3,500 through all of their stores.

Methodist Mountain Missions also shares in some churches in the area, three of which grew out of Sunday Schools begun under the leadership of the Rev. John H. Lewis, the founder of the agency.

There is a small amount of charity in helping people who have lost everything in home fires.

STAFF RESOURCES: Administrators of the Methodist Mountain Missions plus approximately 50 under their employ.

FACILITIES: Two of the store buildings are owned by the Mountain Missions and the others are rented. There is also a parsonage in Jackson, three church buildings in Breathitt County, three two-ton trucks, two church buses and several Chevy vans, plus all the equipment in the eight stores.

HISTORY: The work of the Methodist Mountain Missions in Kentucky was started in the early fall of 1943 by the late Rev. John H. Lewis. Prior to this, Rev. Lewis had served five years as pastor in Jackson and five years as pastor in Jenkins. During these ten years he saw a real need among many of the people living in Eastern Kentucky which he felt that the church should strive to meet. He secured financial backing for a period of two years which enabled him to start this program of work without any financial support from the Annual Conference.

MOUNT CARMEL HIGH SCHOOL
Star Route 1, Box 350
Jackson, Kentucky 41339
Verdon D. Higgins, Principal
The Rev. Lela G. McConnell, President

CHARACTER: "for the development of body, mind and soul which is the heritage of every boy and girl." The school is faith work. No salary is given. Maintenance, room and board are furnished.

GOVERNING STRUCTURE: Under the auspices of the Kentucky Mountain Holiness Association. (See Kentucky Mountain Bible Institute.)

PROGRAM: Mt. Carmet High School is a fully accredited high school and gives its graduates the credentials to enter any standard college. Approximately 95% of the students continue their education in college. The school is interdenominational with a definite spiritual emphasis.

There is a work program for the 170 students, also a shoe repair shop, photography lab and a clinic with a nurse.

STAFF: 33

FACILITIES: 12 acre campus along the North Fork of the Kentucky River, eight miles below Jackson.
75 acres of tillable farmland.
Five dorms, the first floors of which comprise the classrooms, dining hall, library and science rooms
Seven dwellings
Apartment house
Chapel
Gym
Basketball and tennis courts

BRIEF HISTORY: The high school was founded in 1925.

ONEIDA BAPTIST INSTITUTE
Oneida, Kentucky 40972
The Rev. David C. Jackson, President

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: "The purpose of Oneida is twofold: (1) To develop high school boys and girls spiritually, intelectually, physically, socially and vocationally; and (2) to serve Kentucky Baptists as a mission center sponsoring summer camps, conferences for mountain preachers, and program of evanglism."

GOVERNING STRUCTURE: Operated by a board of trustees elected by the Kentucky Baptist Convention. Primary sources of support include the Cooperative Program of Kentucky Baptists, gifts from many interested friends and a small endowment fund.

PROGRAMS, SERVICES, ACTIVITIES: A boarding school for grades 9-12 with a Baptist emphasis, but where students of other denominations and non-Christian connections are accepted. "Oneida's advantages for the student of special need are numerous. The classes are small. Supervision around the clock makes possible a controlled Christian environment. All of the faculty members are not only Christians but are well trained, evidenced by the fact that they average a year of graduate work in addition to their college degree. Students have the advantage of adjusting to dormitory life under closer supervision than is possible in college dormitories, thus they are better prepared for college dormitory life. Over the years 60 percent of the Oneida graduates have gone on to higher education." Oneida Institute is a fully accredited high school by the Kentucky Department of Education, and is also approved by the U.S. Immigration and Naturalization Service to receive foreign students.

Every student living in the dormitory must work 1½ hours each weekday and 4 hours each Saturday, for which he will be paid, to be applied toward the student basic cost (amounting to half the basic cost.)

"Oneida offers an advanced curriculum diploma as well as a standard diploma. The advanced diploma is designed primarily for college preparation although the standard diploma is accepted for college entrance requirement."

Oneida Baptist Institute (cont.)

Oneida Institute has a student body of 200, 50 percent of which are boarding students. The Institute participated with the county Vocational School program by transporting some of its students to the school for this specialized training.

The Institute's agricultural activities related to its farm include the raising of beef, corn, hay and a large garden which helps supply the kitchen's needs and hogs.

Part of the work program for the girls includes canning and freezing fruits and vegetables for winter use.

Summer work for 10 weeks can provide income for a full school year's costs.

Sunday School and Sunday morning and evening worship services are required for all dormitory students.

A used clothing store is maintained for students and community.

Summer camps and conferences are carried on throughout the summer for Kentucky churches, church groups and other groups.

STAFF: 12 faculty; 9 other.

FACILITIES: 75 acre farm; 1,000 acres of forests; central building includes classrooms, gym, and offices; girls' dormitories with a total capacity of 100; student center building which includes an indoor swimming pool; two boys' dormitories with a total capacity of 100; cafeteria and kitchen for the school; eight residences; three barns; one mobile home; one shop-storage building.

BRIEF HISTORY: Oneida Institute was founded in 1899 by the Reverend James Anderson Burns (Burns of the Mountains) for the "purpose of building high moral character through Christian education among children of the Kentucky mountaineer."

KENTUCKY
(Harlan County)

PINE MOUNTAIN SETTLEMENT SCHOOL
Pine Mountain, Kentucky 40864
Burton Rogers, Director

CHARACTER AND PHILOSOPHY OF THE INSTITUTION: Quotes from the founder William Creech contain germs of most of the school's philosophy. "I have deeded my land to Pine Mountain Settlement School to be used for school purposes as long as the Constitution of the United States stands hoping it may make a bright and intelligent people after I am dead and gone...I don't want it to be of use just to my family but to the whole state and nation and to folks across the sea if they can get any benefit out of it...It's good for folkses' characters to work with their hands...I want all young'uns taught to serve the living God. Of course they won't all do that, but they can have good and evil laid before them and they can cloose which they will."

GOVERNING STRUCTURE: There is an independent board of trustees, but since 1949 there has been a loose affiliation with Berea College.

BACKGROUND AND DEVELOPMENT OF PROGRAMS AND SERVICES: The Settlement was founded in 1913 by Katherine Pettit and Ethel deLong. Original programs included a nurse to start a health program a work program and farm, use of local handicraft and musical skills, a boarding grade school and support of local one-room school teachers in the surrounding areas.

In the 1920's a high school was added.

In the 1930's the grade school was phased out as the county was establishing more one-room schools. A high school curriculum for rural youth was developed with a full scale work program in many areas including building and farming, mechanics, woodwork, print shop and working in dining room and community hospital.

From 1949 until the present the school has cooperated with the county in housing and enriching a public elementary school brought about by consolidation of five local one-room schools. The Settlement enriches the program by providing low-cost housing for teachers, classrooms with water and heat, space to live and play, dining room for hot lunch program and a library. The county pays the teachers' salaries and provides buses and text books. An experimental pre-school started here was later incorporated in the ESEA Title I program. During this period the farm work was phased out. The hospital closed when the U.M.W. hospital provided alternate facilities, but space is still provided for a Public Health clinic.

Present activities in addition to school are recreation programs for the community including swimming, folk dancing, ball games and also community fairs, Scouts (girl and boy) and camping. Church groups have the use of the Chapel.

The school has also had a share in the work of the community council and has supported and tried to implement government programs to help the community, such as unemployed fathers. It has also offered work programs for local boys as a source of income. It has a craft shop to serve as an outlet for local handicrafts.

Through the facilities it has for accommodating individuals and groups overnight it has been able to share with many people from other parts of the U.S. and the world the beauty of its setting and some of the values of the Appalachian heritage.

STAFF RESOURCES: Director, librarian, community projects liaison, one secretary-bookkeeper, a five-man team of maintenance men, three ladies who are in charge of cooking and cleaning, plus the five teachers who are paid by the county and some students who work part-time.

FACILITIES: four room office building, dining hall, chapel with piano and pipe organ, three school buildings with a total of 12 classrooms, auditorium and stage, audio-visual room, woodwork shop and rest rooms, four-room library, farm buildings, nine residences, one mountainside reservoir, one outdoor swimming pool, two additional residences at two sites several miles distant and two playgrounds with some equipment and a blacktop multipurpose court.

KENTUCKY
(Pike & Knott County)

QUICKSAND CRAFT CENTER
150 Park Street
Pikeville, Kentucky 41501 (office)
Vest, Kentucky (Old Vest School Bldg.) (shop)
Naoma Powell, Director

CHARACTER OR PHILOSOPHY: A concern for development of crafts and for the consequent enrichment of the people through craft involvement. Also, skills are taught to supplement family income and to raise living standards in sub-standard homes.

GOVERNING STRUCTURE: Board of Directors

PROGRAMS, SERVICES, ACTIVITIES: At the center in the Vest School House, warp-winding and finishing details of the weaving are done. Occasional short course training programs are planned at the center in the future. The actual weaving is done in rural-community homes throughout the county.

STAFF RESOURCES: Naoma Powell, Director; plus 20 mountain women weavers.

FACILITIES: 3-room building (former school building) at Vest, Kentucky

BACKGROUND AND DEVELOPMENT: The center was incorporated in March of 1963. For the first year it carried on community development programs including health improvement, education, home improvement, and children's activities on the Upper Quicksand Creek in Knott County. In 1964 the center initiated local training programs in handweaving and woodworking through the Manpower Development and Training Act, and implemented by the Hazard State Vocational School. Eighteen women were in the eight-month's weaving course and 16 men in the woodworking course, held simultaneously. A follow-through program in weaving was established to help the women utilize the skills they received while in training, since without help these women would not be able to produce and market handweaving. A follow-through program in woodworking has not been initiated to date. The following year those continuing with weaving received a contract for over 1,000 yards of curtain material, plus 120 bedspreads for Shakertown at Pleasant Hill, Inc. This contract was part of the restoration of the small former Shaker community in Kentucky. Early in 1969 a three-room former school building was purchased for the center at Vest on Ball Fork for carrying on group activities.

RED BIRD MISSION, INC.
Beverly, Kentucky 40913
Dr. John W. Bischoff, Superintendent, Director of Spriitual Life
Edward T. Ehresman, Assistant Superintendent, Director of Resource Development
Donald G. Scott, School Principal, Director of Education
Everett W. Schaeffer, M.D., Director of Health

CHARACTER OR PHILOSOPHY: To make a better life for mountain people.

GOVERNING STRUCTURE: National Division of Missions, United Methodist Church.

PROGRAMS, SERVICES, ACTIVITIES:

Spiritual Life - Church and Sunday School program at the Red Bird School campus. Six combined church-community center outposts: Beech Creek, Mill Creek, Jack's Creek, Beech Fork, Middle Fork, Stoney Fork, Greasy Creek. Each provides recreation and social work in addition to a church and Sunday School program. Twelve Sunday Schools.

Education - High school of 180 students, under the Clay County Board of Education but staffed with Red Bird personnel. Seventy-five of the high school students are boarding students. A work program of 10 hours per week helps students pay their way. Summer work can supplement this for students who can't pay the remainder of the yearly student costs.

Elementary school of 85 pupils, under the Bell County Board of Education.

Formerly summer Head Start programs were provided; now school-year kindergarten for 22 children has replaced Head Start. It is operated entirely by the Mission.

Outpost schools (under the County Boards of Education) at Jack's Creek and Greasy Creek centers.

Economic Development - primarily operating government funded programs: Mainstream, Neighborhood Youth Corps.

Training and sales shop for some home industries: chair making, corn shuck dolls, baskets, ceramics.

Health - A 22 bed hospital, three doctors, clinic serving between 22,000 and 25,000 out-patients each year.

STAFF: Hospital - 60; other - 60.

Red Bird Mission, Inc. (cont.)

FACILITIES: Hospital, two dormitories to accommodate 75, gymnasium, classroom-office building, 30 residences, seven churches 750 acres, camp grounds for seven trailers and 10 tents with restroom and shower facilities.

BRIEF HISTORY: Begun in 1921 by the Rev. J. J. DeWall under the Evangelical Church, the Mission is now under the United Methodist Church, since the Evangelical Church merged with the Methodist. The church and educational programs were the first emphases. Later came health and economic development programs. Past agricultural emphases have included farm demonstrations in dairy, chickens, hogs, and a sorghum mill.

KWNTUCKY
(Breathitt County)

RIVERSIDE CHRISTIAN TRAINING SCHOOL, INC.
Lost Creek, Kentucky 41331
Harold E. Barnett, President, Principal, Minister

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: "Riverside seeks by the help of God to give a good education for this life and to lead students to the acceptance of Jesus Christ as their personal Savior. This will mean they have eternal life. No education is complete when its scope is limited to this earthly life alone. We pray that our students will grow spiritually in fellowship with and knowledge of God, Creator of the Universe. If this is done we know they will live good and productive lives here as moral and law-abiding citizens."

GOVERNING STRUCTURE: The school buildings and grounds are owned by the Missionary Board of the Brethren Church with headquarters in Ashland, Ohio. The school is guided by a Board of Directors, mostly local, which meets twice a year.

PROGRAMS, SERVICES, ACTIVITIES: A standard curriculum school, plus Bible, for grades K through 12. They provide boarding facilities for about 25 students between grades 7 and 12. Total enrollment is about 125, thus most students are local day students. There are Youth rallies, special speakers, Christian films, musicians, daily devotions in the dormitories, Wednesday prayer meetings, Sunday School and Sunday church services, which contribute greatly to the spiritual and academic training of the students throughout the school year.

Athletic program - baseball and basketball
Health fair
Clothing room - sale and distribution of used clothing
Brethren Church
Outposts - two churches and Sunday Schools, two additional Sunday Schools
July 4th homecomings

STAFF: 14 faculty; 6 other.

FACILITIES: one school building (another planned)
two dormitories
parsonage
faculty house

Riverside Christian Training School (cont.)

church
small farm of 15 acres
105 acres, mostly wooded

BRIEF HISTORY: Riverside was founded in 1905 by the Rev. and Mrs. Drushel. The church was founded first, then the school, and later the community center.

KENTUCKY
(Breathitt County)

W.M.T.C. RADIO
Vancleve, Kentucky 41385
Wilfred Fisher, Manager

CHARACTER AND PURPOSE:

1. To spread Scriptural Holiness (Wesley Conviction) throughout Eastern Kentucky.
2. Aid out-station pastors and workers.
3. Give young people experience in this field of maintaining and programming.

GOVERNING STRUCTURE: Under the auspices of the Kentucky Mountain Holiness Association. (See Kentucky Mountain Bible Institute)

PROGRAM: Educational programs, sports, news, youth programs with a special emphasis on spiritual teaching and preaching. There are no advertisements of tobacco and alcoholic beverages. Legitimate products are carefully screened. There is no jazz played or any kind of syncopated music.

STAFF: 8

HISTORY: The radio station was begun in 1948. It has 1,000 watt power and approximately 100 mile reach. It broadcasts during the daylight hours at 7:30 Kc.

WOMEN'S INDUSTRIAL

ADDRESS: Union Church, Berea, Ky. 40403

DIRECTOR: Mrs. Ethel A. Martin, College Box 2311, Berea, Ky.

CHARACTER OF INSTITUTION: A self-help group which makes used clothing available to about 150 needy families near Berea, meeting each Friday from mid-October through April.

GOVERNING STRUCTURE: A Woman's Guild standing committee of about seven members is known as the Industrial Committee including officers and chairmen of sub-committees.

PROGRAMS AND SERVICES: Co. Health Center brings mobile unit twice annually for pap test and diabetes tests. Sigma Phi Gamma provides an annual grant and individual chapters send contributions of money and used clothing, a weekly child care program (1 group for babies & tots, the other for children 4 & 5 years old under trained leadership), Red Cross Home Nursing Class taught by accredited nurses every other year, nutrition class or several weekly programs on nutrition, programs by doctors, dentists, etc., regular worker trained in family planning to interview mothers and call in homes, provide layettes at small cost, urge drop-outs to re-enter school, helping with lunch and book money when needed, etc. Vitamins are supplied by the Council of the Southern Mountains.

STAFF RESOURCES: We depend entirely on volunteer leadership making use of about 40 women constantly.

OTHER RESOURCES: Financial - $100 from Woman's Guild Budget annually, $60 grant from Sigma Phi Gamma for health work for children, $250 from individual chapters which can be used for adult dental work, glasses, etc. or Christmas expenses. The women are urged to pay a part of each bill we help them with.

FACILITIES: Union Church Community Room and its adjoining six rooms, the Kindergarten room in the new educational building, two storage rooms at rear of Community Room, occasionally other rooms for short-term classes such as Nutrition and Home Nursing.

HISTORY: The Women's Industrial was founded by the Berea Women's Christian Temperance Union in 1894.

THE ARTHUR MORGAN SCHOOL in the Celo Community
Route 5, Box 79
Burnsville, North Carolina 28714
Herb Smith, Administrative Director
Bob Barrus, Principal

CHARACTER AND PHILOSOPHY OF THE INSTITUTION: Working at the junior high school level, the Arthur Morgan School approaches education not as preparation for life, but as life itself. It seeks to blend the academic, economic and social life of the school community into a single process.

The foundation of real experience, which must underly all human knowledge and symbols and value, has become for modern boys and girls very narrow indeed. As society advances and knowledge multiplies, this top-heavy quality of education becomes serious -- in fact, deadly. Is it any wonder that TV, comic books and trivial gossip are major preoccupations of childhood?

The Arthur Morgan School has accepted this challenge. Staff and students form a practical community of work and study. Cooking, cleaning, gardening, printing, selling, shipping, building, clearing brush, fighting forest fires and putting up telephone lines are no playhouse activities but real and necessary pursuits, vital to the survival and growth of the school. Constant effort is made to relate this practical work to the academic. In this context, life can take on fresh dimensions, giving the academic work new zest and meaning. Problems and difficulties arise at every turn, but these too are an essential part of education and life.

GOVERNING STRUCTURE: Chartered as a non-profit corporation to conduct a wide range of health and educational activities, the Celo Health Education Corporation is the body under which the school is organized.

PROGRAMS, SERVICES, ACTIVITIES:
On Campus: Private school, grades 7-9, average of 20 students, most of them boarding.
Work program
Printing business
Rummage sales

Arthur Morgan School (cont.)

Off Campus: A major field trip each year to some relevant place in Eastern U.S.
Weather station for the U.S. Weather Bureau
Wilderness camp for four to eight 13-15-year-olds during the summer, in cooperation with the Forest Service which provides the tools and some materials for the work project of building a trail or camp site.

STAFF: 10

FACILITIES: About 100 acres. Seven buildings which include area for classrooms, work rooms, offices, library, kitchen and dining room and cottage residences.

BRIEF HISTORY: With little initial funds except modest personal resources Ernest and Elizabeth Morgan, with the support of Arthur and Lucy Morgan, began construction and preparation for the school in 1958. The school program began in 1962. The school grew out of the interests, needs and philosophy of the Celo Community, an intentional community dating back to the early 1940's.

NORTH CAROLINA
(Buncombe County)

BILTMORE COUNTRY MARKET
L000 Hendersonville Road
Asheville, North Carolina (Biltmore Station)
Mrs. John Izard, Chairman; Mrs. Veach, Vice-chairman
Mrs. Foard, Manager

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: To provide part-time work and supplementary income for women in their homes. Provide a sales outlet for the handicrafts made.

GOVERNING STRUCTURE: Operated by the French Broad River Garden Club Foundation, Inc. A member of the Garden Club of America and the Southern Highland Handicraft Guild.

PROGRAMS, SERVICES, ACTIVITIES: For members - training and sales outlets for making pine cone and nuts decorations; sewing; hand quilting.
Decorate baskets and brooms made by the blind.
Help local wood carvers.
Give local women something to do during the long winter months, resulting in money for doctors' bills, washers and freezers, education for children, and generally enriched lives.

"Timing, and knowing where to look for the pine cones, burrs, and seeds we need are all-important. You can't imagine the enormous number of natural materials for which we crawl and climb. 'Get 'em before they fall!' is our byword."

"We feel that our crafts are a connecting link between people who both love our mountains and are not content with a world of plastics."
Maintain wildflower and herb gardens.
Profits go to 7 scholarships in horticulture, forestry, botany or conservation training.

STAFF:
2 full-time
4 part-time
55 - 60 working members.

FACILITIES: 1½ acres including the sales shop, wildflower and herb gardens, knit shop (Handicraft Mutual).

BRIEF HISTORY: Originating in 1955 with a handful of women working in a spare room over the fire department, the old law of supply and demand has developed the Market to include 65 to 70 members. The handsome log cabin, with sales rooms and work room, was built in 1959.

NORTH CAROLINA
(Avery County)

GRANDFATHER HOME FOR CHILDREN
Box 98
Banner Elk, North Carolina 28604
The Rev. D. Edward Remegar, Director

CHARACTER AND PHILOSOPHY OF THE INSTITUTION: The Home provides custodial care for children who are orphans or are from undesirable homes. Based on the philosophy of Rev. Edgar Tufts, the founder, the Home believes in caring for the "whole man," which they attempt to do with a varied program.

GOVERNING STRUCTURE: Board of Trustees--four elected by Holston Presbytery U.S., four by the Concord Presbytery U.S., and four elected by the Board at large.

PROGRAMS, SERVICES, ACTIVITIES:
On Campus: Custodial care for the children plus recreation and spiritual care.
Off Campus: Church attendance, public school attendance, participation in scouting, Little League and other community activities.

STAFF RESOURCES: In-service training by group child care services and aid from Lees McRae College.

FACILITIES: Seven living areas plus office building and recreation building, farm and garden. There are facilities for approximately 100 children.

HISTORY: Rev. Edgar Tufts came into the area around 1900. He preached at several points and organized many churches some of which are still flourishing. He was interested in caring for the "whole man," and through his efforts were originated infant institutions which have grown into Lees McRae College, the Charles A. Cannon, Jr. Memorial Hospital and the Grandfather Home for Children. Although each institution has its own charter and board of trustees, there is still an Edgar Tufts Memorial Institution which acts as a liaison between the three major institutions.

HANDICRAFT MUTUAL, INC.
1000 Hendersonville Road
Asheville, North Carolina
(Adjacent to Biltmore Country
Market Log-Cabin Shop)
Mrs. L. L. Barrow, Manager

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: To help the mountain women supplement their income through the making and selling of handicrafts; serving in the Asheville area.

GOVERNING STRUCTURE: Operated by a Board of Directors, elected from the membership.

PROGRAMS Knitting.
Sales of the products and knitting supplies.

STAFF: 25 active women knitting.
full-time manager.
part-time shop assistant.

FACILITIES: Rent the shop from the French Broad River Garden Club.

BRIEF HISTORY: Founded in 1941, the Mutual was a foundation which did a wholesale business in knitting supplies as well as the training and sales of the knitters-members. It was previously a part of the James Creek McLure Educational Development Fund Projects.

HINTON RURAL LIFE CENTER

ADDRESS: P. O. Box 27, Hayesville, N. C. 28904 Clay County

DIRECTOR: Harold W. McSwain, Executive Director

PURPOSE OF THE INSTITUTION: Use of the Center as a "facility" for meetings and retreats by church and community groups, and service through "program" whereby the Center develops and assists in putting into practical operation new approaches to church renewal--with specific responsibility in Southern Appalachia.

PROGRAMS, ACTIVITIES, AND SERVICES: Training events involving pastors are Communications Workshops designed to improve the Church's use of radio and T.V. and to increase pastors' understandings of communication processes.

An Intern Program is designed to provide experiential and reflective dimensions for selected persons who minister while in training. Related to schools where professional training for ministry is provided, internships usually are arranged for three month to one year periods.

Church and Community Seminars developed from the Center's close relationship with seminaries, professional schools, community leaders in the Southeast, and from the expanding need for field contact in rural areas. Concentrating in depth on timely topics such as "The Church, Poverty, and Social Change," and "Violence and Christian Responsibility," these annual seminars are inter-seminary, ecumenical, and interracial.

Creative Teaching Workshops for local leaders and participant/observers provide fresh approaches to teaching through story-telling, dramatization, puppetry, choral speaking, fun drama, play reading and other teaching methods.

Training of youth and adults who work with youth is offered at the Center or by extension through arranging sessions for experiencing Informal Group Settings. Using the dialogue approach, Informal Group training focuses on life situations, group interaction, understandings of youth culture and techniques of group leadership and process for the purpose of mission.

Service Projects involving youth and adults are provided by the Center. VAST (Volunteer Appalachian Service Teams) is a summer program enabling persons with a minimum of one year college work to be in mission where rapid social changes occur. In cooperation with local parishes and communities in Southern Appalachia, following training at the Center, teams of two are assigned for eight weeks of face-to-face ministry under supervision. Some students are able to arrange academic credit with their schools.

Youth Renewal Projects of work and study are coordinated by Hinton Staff with a committee of local leaders who identify needs and work out details of work tasks. Held during the spring and summer, these short or long term projects enable senior high or college age youth to meet defined needs within the community, study the meaning of Christian mission, understand community processes, experience cross cultural styles of life and grow in personal and group living.

In addition to training opportunities made available to the Tri-State area, the Center performs other services within its surrounding communities. One example is the Religion and Arts Festival. Held at the Center during Holy Week, the Festival is sponsored by citizens, ministers, schools and churches. Exhibits of paintings, carvings and other art objects from school groups and professional artists are featured as well as films, music, storytelling, and folk games.

Research undergirds parish and other forms of practical work. Written materials prepared by Hinton Staff concerning new forms of parish, dynamics of staff relationships, community processes and structures, and other topics are made available to the church.

In its ecumenical dimension, HintonCenter works with other agencies, particularly with CORA (Commission on Religion in Appalachia), for planning, action programs, and research.

STAFF: 2 full-time; 2 additional summer staff.

FACILITIES: Full lodge and meeting accommodations for 55; limited accommodations for larger groups.

HISTORY: The Center began in 1961; property was given to the church by persons in the local community of Hayesville.

NORTH CAROLINA
(Cherokee County)

JOHN C. CAMPBELL FOLK SCHOOL
Brasstown, North Carolina 28902
(On old US 64, 8 miles east of Murphey)
Phone: 704-837-2775
John M. Ramsay, Director

PHILOSOPHY OF INSTITUTION: Education must be grounded in the human, cultural and natural resources of the community if it is to contribute to the enrichment of community life.

GOVERNING STRUCTURE: A self-perpetuating Board of Directors, made up almost entirely of nearby leadership, meets annually and at special times. The Board employs a director who administers the programs. The school is independent of ties with other organizations.

PROGRAMS: A cottage-type woodcarving industry has warranted national respect for quality and craftsmanship. To the score of local people who are widely known as the Brasstown Carvers, the Folk School is a place where skills have been learned.

Folk lore has been kept alive through weekly family nights and special programs. To its neighbors, the Folk School is living proof of how enjoyable simple, non-competitive recreation can be. Families participate in folk dancing, special events and study groups. They also contribute to the work of the school's dairy, craft shop, kitchen and short courses. The young people help and in a practical way learn the value of creative and honest labor and of the richness which one can find in simple things.

The farm demonstrates good farming in practice and helps pioneer in new enterprises suited to the small mountain farm. It includes a high quality dairy, trellis tomatoes and greenhouse.

Craft short courses, two weeks in length, in the spring, summer and fall include training in weaving, woodcarving, woodworking, enameling, lapidary work, and creative arts-sketching. Coming from many parts of the country, those attending not only develop an appreciation of the richness of traditional folk arts but also see them being utilized in the community as a living tradition.

Recreation short courses, emphasizing folk dance but also including folk singing, tale telling, dulcimer, recorder and small ensemble instrument playing, and group discussions. Teachers, community leaders, students and others learn Appalachian songs, dances and tales along with English and Danish materials linked ancestrally to the Appalachians. These, including the craft courses, are non-credit courses but many find them valuable teaching aids, and anyone may find a source of creative enjoyment and a healthy occupation for their leisure time from them.

An Internship for Rural Living program. There is no specified curriculum -- the program develops organically. There are no requirements other than a desire to learn and grow. Students enroll for many reasons: Sociology students who want to study the Folk School idea of community development first-hand; dropouts who want to explore crafts as a vocation and perhaps to complete the high school equivalency examination; young men and women who want to learn a trade suitable to self-employment in some neighboring community. Some possibilities are -- greenhouse production, beekeeping, craft shop operation, meal preparation, dairying, etc.; graduates who wish orientation to Appalachian culture before working in some mountain community. Necessary work responsibilities and group activities bring all together in the common task of learning from each other.

STAFF: The majority of the staff are local and were early students at the school. There are nine full-time staff, with at least 30 more part-time, and many who volunteer for different jobs to help keep the programs going.

FACILITIES: Rooms for 40 people. Dining facilities for 60. Saw mill, wood shop, dairy, several craft rooms and rooms suitable for informal classes. Indoor and outdoor dance halls. 364 acres of land--$\frac{1}{2}$ in woodland, $\frac{1}{4}$ in campus, $\frac{1}{4}$ in farm cropland.

BRIEF HISTORY: Organized in 1925 and stimulated by the Danish Folk School movement, the John C. Campbell Folk School has contributed significantly to life in the Southern Highland region of the U.S. During its 40-year history, a unique model for community development has evolved. Cultural resources have been utilized as the foundation for economic programs and cooperative activities leading toward a richer and fuller rural life.

NORTH CAROLINA
(Macon County)

NONAH CRAFT CENTER
Route 1
Franklin, North Carolina 28734

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: Recreation through handicrafts.

PROGRAMS: Weaving
Stuffed toys, made in homes.
Silkscreen prints.
Basketry
Lamp shades, fibreglass with nature decorations.
Pottery
Work with 4-H Club.

STAFF: One full-time; total of others as craftsmen - 25, 10 of whom are weavers.

FACILITIES: Weaving shop. Center building--printing, meeting, work shop.

BRIEF HISTORY: The Center was begun by Dr. Rufus Morgan in 1948.

TENNESSEE
(Carter County)

EAST TENNESSEE CHRISTIAN HOME
Box 747
Elizabethton, Tennessee 37643
Dr. Fred W. Smith, Superintendent

CHARACTER AND PHILOSOPHY OF THE INSTITUTION: A Home to help needy children. Motto: "Need and not Creed."

GOVERNING STRUCTURE: Non-profit corporation, whose board, leaders from the region, meets monthly.

PROGRAMS: Capacity of 60 white children, presently 41. Entrance age of 2-12. Permanent care only. All children are expected to do their part, according to their ability, to help keep the home going. City schools are attended by all school-age children. High school girls live in cottages, other children in dormitories. Serves Elizabethton and neighboring areas.

STAFF: 9 paid
Several volunteers from churches and the community (House supervisors are single women and widows.)

FACILITIES: 12 acres
Main building--dining/kitchen/lounge/girls'dorm; gym/boys' dorm; girls' cottage; office/storage.

BRIEF HISTORY: Begun in 1949 by the Elizabethton Christian Church congregation, it is now non-denominational with support by various churches and individuals.

TENNESSEE
(Blount County)

FRIENDSVILLE ACADEMY
Friendsville, Tennessee 37737
Phone: 615-995-2125
Mrs. Frances Hill, Principal

CHARACTER AND PHILOSOPHY OF INSTITUTION: Friendsville Academy is dedicated to the purpose of offering a well-rounded, Christian education to children of the junior-senior high school levels. The whole being of Friendsville is pledged to this purpose. "Train up a child in the way he should go, and when he is old he will not depart from it." (Proverbs:22:6)

GOVERNING STRUCTURE: Chartered by the State of Tennessee as a non-profit educational institution with limited corporate powers, the Academy is a Friends school under the Friendsville Quarterly Meeting, which is under the Wilmington Yearly Meeting of Friends, part of the Association called Friends United Meeting.

PROGRAM: Co-ed college preparatory curriculum for grades 7-12 for 50 boarding students, mostly from Tennessee, and 15 day students from the community. There is a work program for all boarding students, and additional work arrangements can be made for students who need financial assistance.

STAFF: 10 faculty; 9 other staff.

FACILITIES: A girls's and a boys' dormitory, with combined capacity of 104 boarding students. Administration/classroom building; gymnasium/auditorium; two residences; 7-acre campus; swimming pool; tennis courts.

BRIEF HISTORY: Established in 1857 by the Religious Society of Friends in Tennessee, it served the children of the Friends community which settled in the present location. Later, children were accepted for enrollment from the mountain regions of Eastern Tennessee, making it necessary to provide boarding facilities. With the establishment of the public school system Friendsville Academy was forced to expand its geographical outreach in obtaining students. Over the years since, students have come from nearly every state and from several foreign countries. In 1963, a Friends Study Committee assessed the Academy's program and decided to phase out the elementary grades, and expand the facilities to accommodate 150 boarding students and 50 day students.

TENNESSEE
(Sevier County)

PITTMAN CENTER
Sevierville, Tennessee 37862
(Between Gatlinburg and Cosby, Tennessee)
The Rev. R. E. Cline, Director

CHARACTER AND PHILOSOPHY OF INSTITUTION: The Center has in the past endeavored to serve the immediate community through school, clinic, agricultural experimentation, community story, post office and handicraft shop, in a Christian atmosphere. Times have changed, primarily due to the coming of highways, the Smoky Mountains National Park, and business and industry in the area, eliminating the isolation which was so basic to life in the earlier years of the Center. Direction of the future will be to provide a center for the study and development of creative use of leisure time through a Family Camp setting.

GOVERNING STRUCTURE: The Center was founded under the Methodist Board of National Missions. This body still owns the Center and is taking initial steps toward a new program which is developing under the direction of a Board composed of representatives of the Methodist Board of National Missions, the Methodist National Board of Education, the Holston Annual Conference of the Methodist Church, and area residents representing other denominations and the National Park Service.

PROGRAMS: Past programs have included a high school, elementary school, agricultural extension work in hemlock nursery, cattle raising, and apple orchard, handicraft shop for training, production and sale of weaving, basketry, and chairmaking, an extensive health clinic, a community store, a post office, and several small churches. New highways, built and ready for construction, have taken 400 of the original 1,600 acres. The present transitional period maintains a skeleton program of one nurse's services, the raising of some cattle, and maintaining four small churches. A proposal has been accepted and a new program is being developed under the title of "Center on Ministry and Leisure." The intention is to focus on aspects of creative use of leisure time, with Pittman Center to be:

A study-research center
A resource center
A training center

Pittman Center (cont.)

An experimental-demonstration center
A program development center
An extension center-toward a national
application of ideas and activities.
Transitional "holding program"

STAFF: Two ministers, one nurse.

FACILITIES: About 1,200 acres: much is wooded, quite a bit is in pasture, a small amount has grown nursery stock. Several barns; a church parsonage; seven residences presently being rented; most of the center buildings are being or will be torn down.

BRIEF HISTORY: The Center was founded in 1920 by Dr. J. S. Burnett, under the auspices of the Methodist Church Board of National Missions, with financial support from Dr. Pittman of New York. During Dr. Burnett's leadership and until his death in 1942, the Center developed a varied program of education, health, agricultural experimentation, handicrafts, and community store and churches. Dr. Thomas, who took over the directorship from 1942 until his retirement in 1962, focused activities in full health clinic services. With the availability of public health services in the county, the coming of roads, public schools, etc., the Center has been more or less "holding" until a new direction with new focus is developed. The approval of the proposal to form a "Center on Ministry and Leisure" came in 1969.

TENNESSEE
(Sevier and Cocke
Counties)

SUNSET GAP COMMUNITY CENTER
Box 420
Newport, Tennessee 37821
The Rev. Robert K. Davis, Director

CHARACTER AND PHILOSOPHY OF THE INSTITUTION: All the educational, religious and social services of Sunset Gap belong to the people themselves, and are used sensitively to meet the problems of the last half of the twentieth century in the Southern Appalachians.

GOVERNING STRUCTURE: Owned by the Synod of the Mid-South United Presbyterian Church, USA, administered by a Board of Directors chosen from among the neighbors it serves, with 51 percent to be Presbyterian.

PROGRAMS:

Year Round:
- Community library
- Thrift shop
- Girl Scouts and Boy Scouts
- Sewing Club, meets weekly
- Church school, weekly
- Pre-school programs, twice weekly
- Counseling services
- Adult religious education

Summer:
- Day camping
- Church camp
- Vacation Bible School
- Specialty clubs
- Organized recreation
- Family activities
- Red Cross swimming instruction
- Tutorial program
- Student work camps

STAFF: Summer: 7
Local volunteers
Individual volunteers from outside the community
Week and weekend youth work camps
Rest of year: 2 women who run Thrift Shop
Rev. and Mrs. Davis
One other general staff member, beginning in the fall of 1969
Local volunteers
Weekend church youth work camps

FACILITIES: 14 acres, mostly wooded, includes baseball field/picnic area; former school building; old dormitory; one residence.

Sunset Gap Community Center (cont.)

BRIEF HISTORY: 1920 was the year the Presbyterian Church began to minister to the needs of the people of Sevier County, Tennessee, through the Board of National Missions. A dedicated woman missionary was running an elementary school, medical clinic, and center for religious instruction by the time the first buildings were dedicated in 1924. In those days, the folks in Sevier and Cocke Counties needed effective health care, good education for their children, and the timely Good News of evangelistic fervor. A clinic, a church, and a school, operated by the Presbyterian Board of National Missions, were missionary in character and, according to the times, paternalistic in outlook. These institutions fed the minds, the bodies and the souls of thousands during the years of depression, and afterwards. These folks now run Sunset Gap Community Center themselves. No longer a missionary outfit run by a religious welfare agency, Sunset Gap belongs to the people of the area, administered by a Board of Directors from among the neighbors it serves.

WASHINGTON COLLEGE ACADEMY
Washington College, Tennessee 37681
Mr. T. Henry Jablonski, President
Mr. Garland Thayer, Dean

CHARACTER AND PHILOSOPHY OF THE INSTITUTION: To provide a boarding school experience in a Christian environment for boys and girls who want to undertake, through a work program, partial or total financial responsibility for their education. Washington College Academy believes that students should develop physically, mentally and spiritually. In its work with every boy and girl, the academy is guided by the following principles:

The dignity of the individual should be respected.
A student should be accepted for what he is.
Education should stress Christian attitudes.
A school should provide wholesome coeducational experiences.
Young people should be given an opportunity to help themselves.
A school should offer a new opportunity for the student who needs one.

GOVERNING STRUCTURE: Founded as a Presbyterian School, it is now not organically related and is non-denominational in service, operating under an independent Board of Trustees.

PROGRAMS, SERVICES, ACTIVITIES: Provides a high quality education, grades 9-12, for 60 boarding students and approximately 220 day students. The courses lead to three different diplomas, according to academic achievement: Classical, for college bound; Scholars, for a high standard high school diploma; Certificate for terminal academic education. The Washington County Public Schools pay the Academy for part of the program for the privilege of sending local day students to the Academy. Labor-work program including campus upkeep, farming, dairying, gardening.

Student Industries:
- Commercial printing shop
- Production of dog tags
- Silk screen printing
- Ceramic tiles

Washington College Academy (cont.)

STAFF: 19 faculty
24 additional staff

FACILITIES: 285 acres, including campus, hay and pasture and tobacco farming, and a relatively small part wooded. Buildings include: Administration/classroom/library/gym/auditorium/ industrial arts building/ home economics/vocational agriculture/ girls' dormitory/boys' dormitory/dairy barn, other barns and maintenance buildings/ several residences for faculty and administration.

BRIEF HISTORY: Founded in 1780, the academy was chartered under the old Territory of the United States South of the River Ohio and named Martin Academy. Its founder was a Presbyterian minister, Samuel Doak, who established the campus church as well as the school. The first school building was a log cabin, the first institution of learning west of the Alleghenies. The academy became a college in 1795, receiving the name Washington College with the special permission of George Washington. The school had to virtually discontinue operations during the Civil War as first one side and then the other used it as stable and barracks for their troops. As the years went on the needs of the region changed. The trustees decided that to meet these needs the focus must change from a college to a self-help high school with boarding facilities. This took place in 1923 and continues as such today. In 1953, the school became Washington College Academy.

VIRGINIA
(Scott County)

CLINCH VALLEY HANDICRAFT CENTER
Dungannon, Virginia 24245
Mrs. Margaret Bolton, President
St. Paul, Virginia 28483

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: Recreation and supplementary income through the making and sales of handicrafts.

GOVERNING STRUCTURE: Officers are elected at Members' Meetings. Members' Meetings are held each month. A Standards Committee evaluates products for adequate standards.

PROGRAMS AND ACTIVITIES: Teaching handicraft skills to persons in the area:

- Cornshuck dolls
- Dried apple dolls
- Native materials crafts--making wreaths, seed bridge tallies, seed placecards, seed necklaces, corn cob bouquets
- Weaving
- Stitchery
- Basketry
- Vegetable dyeing
- Spinning
- Candle making
- Woodwork
- Chair bottoming
- Copper enameling

Individual products sales
Wholesale sales in several states

STAFF: 50 craftsmen members.

FACILITIES: Workshop and meeting house.

BRIEF HISTORY: Bernice Stevens, of the Southern Highland Handicraft Guild, met with approximately 50 persons from an area around St. Paul, Virginia, in 1960 to discuss with them their interest in forming a handicraft center for training and sales.
In 1962, the group formally organized with about 25 members in the organization from a radius of about 80 miles distance from Dungannon, obtained a center building and began operations on a full scale.

VIRGINIA
(Wise County)

FEDERATION OF COMMUNITIES IN SERVICE (FOCIS)
10 E. Wyandotte Avenue
Big Stone Gap, Virginia 24219
(FOCIS headquarters: 4401 Sullivan Road, Knoxville, Tennessee 37921 -- 615-584-7987) Other centers are in Welch, West Virginia, Crossville, Sneedville, and Clarefield, Tennessee, Cincinnati, Ohio and Chicago, Illinois.
Anne Leibig, Director of the Big Stone Gap Center
Monica Kelly, President of FOCIS (also living at Big Stone Gap)

CHARACTER AND PHILOSOPHY OF INSTITUTION: "To build a community of members with a capacity for giving ourselves in a life of service, integration, and dedication." "The opportunity and the challenge offered to people in FOCIS is not just the doing of a job. Rather, it is to join with others in organizing a combined potential, in discovering how it relates to needs in the broader society, in finding ways for mutual sharing within FOCIS and with all who relate, in a variety of ways, with FOCIS."

GOVERNING STRUCTURE: FOCIS is a private, non-profit organization with decentralized administration. "The regional community (three at present) is the basic unit of government. Each region is responsible for initiating, planning, programming, and developing specific services, all related in some way to community development. "The central organization functions to facilitate the service of the regional communities and coordinate activities among the regions. The development of programs, based on the needs of Appalachia and the resources of FOCIS, is a current priority for the central administration. "The FOCIS CENTER provides living accommodations for members and a place for a variety of activities."

PROGRAMS, SERVICES, AND ACTIVITIES: Summer Arts Program-"The Arts Program is designed to help the mountaineer to move toward the participation with their local community and in the larger society. It aims to conquer the isolation that often deprives the mountain family of the necessities of life. It builds upon the types of activity that are natural to the mountain people. Music is natural--and it will grow from home and fireside, to community sharing, to public programs. Quilting is natural--the old patterns and quilting bees are supplemented by new

Federation of Communities in Service (cont.)

design and banner-making clubs. Meals are natural- the summer program will bring families together for pot luck and new relationships. New ways of expression will be fostered--drama, painting, pottery making, writing, silk-screening, photography and slide shows."

RELIGIOUS ACTION SURVEY--"Sponsored by the Office of Appalachian Ministry and Wheeling Diocese. Funded by the Extension Society, Chicago. Studying the function of religion in the lives of the people of the Appalachian area, and preparing educational plans and materials for religious professionals working in the area."

ART ACTIVITIES: Design of cards and posters for special needs; silk screening; pottery.

CRAFT ACTIVITIES: Meetings of the People's Banners Cooperative, every first and third Friday; displaying and selling craft work produced by the People's Banners.

COMMUNICATIONS ACTIVITIES: Meeting with people (local residents and visitors) to discuss projects, Appalachian life and culture, relationships with other projects and services.

INSTITUTE FOR CULTURAL EXCHANGE: Exchange programs for college students who want to learn about the area and get to know the people.

EDUCATIONAL CONFERENCES AND WORKSHOPS: One was held in Jan. of 1969 on social structures. One was held for the college students.

RECRUIT AND RELATE TO PROFESSIONALS SERVING IN APPALACHIA: teachers, nurses, social workers.

STAFF: 8 permanent; 3 summer; many part-time volunteers.

FACILITIES: an old, two-story house. Access to two vehicles regularly.

BRIEF HISTORY: "FOCIS approaches the problems of Appalachia with the accumulated resources of 20 years of experience. The organization is an outgrowth of a modern Catholic religious community (Glenway Sisters) started in 1941 to work for the development of people in disadvantaged areas of the state and U.S. The activities of the community were concentrated in Appalachia. In 1967, the charter members of FOCIS (44) decided that they could better accomplish their work through a non-secterian organization. They withdrew from the religious community to continue their common life and service as a FEDERATION OF COMMUNITIES IN SERVICE."

VIRGINIA
(Roanoke County)

THE LUTHERAN CHILDREN'S HOME OF THE SOUTH
P.O. Box 151
Salem, Virginia 24153
Phone 703-389-8646
Mr. Roy Henrickson, Executive Director

CHARACTER OR PHILOSOPHY OF INSTITUTION: A home for children from situations of neglect or instibility. The objective is to encourage a change of situation so that the children may return to their own homes.

GOVERNING STRUCTURES: Owned and operated by the Synods of Virginia, North Carolina, South Carolina and Southeastern of the Lutheran Chruch of America.

PROGRAM: There are currently 56 children in residence. The Home will accept children between 6 and 15½ of any race or creed. First priority, however, will be given to children and families of the Lutheran Church of America. The Home has farm lands and maintains beef cattle, truck garden for for its own use, and an apple orchard.

STAFF: 20

FACILITIES: About 80 acres.
An activities building, including a gymnasium and an indoor swimming pool. Administration building/ with dinging room and kitchen. 4 cottages. Barn, sheds. 3 residences.

BRIEF HISTORY: The Lutheran Children's Home of the South was founded in 1888.

VIRGINIA
(Roanoke County)

THE VIRGINIA BAPTIST CHILDREN'S HOME
P.O. Box 849
Salem, Virginia 24153
Mr. R. Franklin Hough, Jr.,A.C.S.W., Director

CHARACTER OF INSTITUTION: A children's home.

GOVERNING STRUCTURE: Under the auspices of the Baptist General Association of Virginia, it receives its support 60% from the Cooperative program and direct gifts from churches; 40% from wills, legacies, Social Security, endowment.

PROGRAM: Home for 175 white children from Virginia, ages 6-19. They are received through the referral of Baptist churches. Most attend the public school, but currently 13 have a special slow learner educational program.

The farm activities include beef cattle, and a large garden. They also operate a printing shop, and their own laundry.

STAFF: 42 including farm, print shop, food service, etc.

FACILITIES: 175 acres.
12 cottages; infirmary; dining room-kitchen; administration building; chapel; print shop; fymnasium; maintenance buildings; breeder barn; feed barn.

BRIEF HISTORY: Established 1890 on the present site. The Board of Trustees are nominated by the Baptist General Association and elected to fill vacancies by the Board, non-rotating. More than 4,000 dependent and neglected boys and girls have been served to date.

WEST VIRGINIA
(Summers County)

APPALACHIAN SOUTH FOLKLIFE CENTER
P.O. Box 5
Pipestem, West Virginia 25979
Don West, Steward

CHARACTER AND PHILOSOPHY OF INSTITUTION: A Universal Christian Center in the Judeo-Christian tradition dedicated to a mountain heritage of freedom, self-respect and independence with human dignity to the end that people of all races, faiths, and nationalities may better understand one another's religion and culture and work and live together for peace, brotherhood and plenty for all. We propose using the values of the traditional mountain culture, a culture rich in anti-slavery agitation and human concern, as the foundation of a new life for the Appalachian south. We hope that an appreciation of our own culture and place in history will help restore the self-respect and self-confidence of the mountain people. We are especially concerned with reaching Appalachian young people, those who are creative, whose needs are unmet by poor schools. We hope to help provide them with an understanding of today's world and their heritage. Perhaps they will use this education to stay in the mountains and build a better Appalachian south.

GOVERNING STRUCTURE: The programs and activities of the Center are under the auspices of the Appalachian Associates, Inc., a non-profit tax-exempt organization set up by interested mountain people and other friends: educators, historians, Union leaders, journalists, lawyers, ministers, folk artists, political leaders and community action leaders.

PROGRAMS, SERVICES, ACTIVITIES:

On Campus: Annual folk festival of traditional music, dances, arts and crafts. Workshops: citizenship work camps in the summers. Summer seminars. A variety of programs arising out of relationships with school, community or youth organizations, involving association with adult community groups of the Appalachian area organized for cultural benefit.
Publishing the Appalachian South magazine.
Working toward a boarding school (20 students the first year) for high school dropouts and orphans:

Appalachian South Folklife Center (cont.)

9-month a year program.
Two-fold nature of our experiment:

a. To involve in a cooperative venture youths orginarily forced to compete with each other for a place on the lowest rungs of the economic ladder.

b. To seek an approach to education that will release the potential of such youths and make them good citizens and human beings.

Curriculum: Remedial courses in basic subjects, physical and social sciences. Cultural Anthropology. Fine arts and basic crafts. Vocational skills necessary to sustain and maintain the community.

Off Campus: Encouragement of the development of cooperatives in the region. Field trips for the school.

STAFF: Presently one full-time; to be five full-time the first year of the school. Hundreds of volunteers for greater or lesser time periods throughout the year.

FACILITIES: 350 acres -- 75 of which is in pasture. An old building used as office and library; a central facilities building -- dining hall, kitchen, showers, work shop; two 5-bedroom cottages; barn under construction; extensive collection of library books; basketball court and baseball field.

BRIEF HISTORY: The land was purchases and development and activities began in 1966.

PROGRAMS IN THE SETTLEMENT INSTITUTIONS

Nature of Program	No. Institutions Offering
Education	34
Residential Care	8
Economic Services	26
Leisure Activities	20
Health Services	13
Communications	6

SETTLEMENT INSTITUTION PROFILE

Date of Origin	No. New Institutions
1775-1874	1
1875-1899	4
1900-1909	4
1910-1919	2
1920-1929	11
1930-1939	4
1940-1949	6
1950-1959	3
1960-1969	9

Affiliation	
Independent	22
Presbyterian	4
Methodist	4
Christian	1
Disciples	2
Reformed Church	1
Brethren	1
Holiness Association	3
Seventh Day Adventist	1
Quaker	1
Baptist	2
Luthern	1
Mennonite	1
Georgia Federation of Women's Club	1

SETTLEMENT INSTITUTION TRENDS

Settlement institutions with residential facilities	27 out of 45
Settlement institutions having changed or changing major emphasis	4.5 out of 45
Schools which have discontinued boarding program	4 out of 21
Settlement institutions having discontinued agriculture as a major emphasis	13 out of 24
Settlement institutions having discontinued a dairy program	10 out of 13

CONCLUSIONS

One major characteristic of the Southern Appalachian Mountain region today is change. Change is coming about due to many factors: TV, tourism, national focus on the region, automation of industries, a trend of families to move from "up the hollows" to the towns, the constant out-migration for job opportunities, more youth being trained for trades and industrial skills, new and improved highways, the expansion and consolidation of state and federal services of every kind--from schools and training programs to Departments of Child Welfare, to Educational TV to Departments of Health, etc. One of the biggest changes within the people of the region as a whole is a greater awareness of and desire for a higher standard of living, while at the same time clinging to the strands of life style that make Appalachia uniquely what it is.

As might be expected, all of these changes have both positive and negative results. "Outland influences can contribute in positive ways.... The next generation needs these influences if they are to be a part of the new Appalachian scene by choice instead of by default. Such influences must be tempered by the wisdom of those who know and love the Appalachian ways of life."*

One of the influences in the region since the beginning of the century has been the settlement institutions. In each case, they focused on a local community with their particular contribution. "Common ingredients in the method by which successful contributions to communities were made by these settlement institutions included: a sense of mission by remarkable people, a locally initiated dream to match that sense of mission, programs respecting the worth and fragility of existing life-styles and eager for local cooperation."*

But the changes taking place in Appalachia have an influence on all institutions in the region. Certain changes have had more effect than others on the settlement institution. For instance, the development and expansion of government services--mostly state--have often taken over the services to the communities once contributed by the settlement institutions. The development of the public school system is perhaps the most obvious of these, for in much of Appalachia the settlement institutions were the initiators of formal education. Twelve percent of the institutions reported in this catalogue which provided elementary or high schools have discontinued them. The development of the Department of Child Welfare has greatly undermined the need for and the operation of child-care homes as a function of the settlements. Through the Public Health Departments, clinics and nursing services have been replaced in many cases by the state. Another influence in change affecting the settlement institutions has been the rising state health standards, forcing expensive equipment investments in institutional kitchens and in dairy barns. Because of the higher standards in dairies, most settlement institutions having dairy programs have had to discontinue this operation. (Ten out of thirteen--a loss of nearly 80 percent.) Another influence creating great changes has been the coming of highways, breaking down the isolation of the region. This has decreased the need for boarding facilities at settlement schools. Four of the 21 elementary and high school programs reported in this catalogue have discontinued boarding of students altogether, and most have a reduced number of boarding students. A recent development of change has been a closer working relationship with state and federal agencies, as a flood of interest and funds has been focused on Appalachia. Big Business has had its effect also, especially in the area of small farms and cow dairies. These small operations were to inefficient and costly (even with low-cost student labor) to compete with the large operations in other locations. These large operations can produce and transport products for less cost than most settlement institutions are able to. More than half - 13 out of 24 - of the institutions reported in this catalogue have discontinued major agricultural activities.

So, there has been much happening to cause us to realize that it is now a different scene in Appalachia than when many of the settlement institutions began, and their original emphases and programs are being replaced or eliminated. Five percent of the settlements reported in this catalogue have already changed their major focus and another five percent are in the process. But, it is difficult to determine when a service is no longer needed. Sometimes the problem is to identify the most pressing new needs, especially those which can best make use of the resources and facilities of the institution. Inevitably the focus of leadership in any institution is on programs and patterns that have been going on rather than a new focus. The leadership of these institutions in a changing Appalachia must be concerned with maintaining relevant, up-to-date roles and developing techniques to implement them. Financial problems are certain to arise as major changes take place; for the funding sources of most settlement institutions are well established, whether they have major support from churches or other affiliations, or are independent of any major affiliations, (50 percent reported in this catalogue fall in each category.) Often a new direction of program can mean the need to solicit new sources of support, or at least to educate and convince existing sources of the new needs.

As I visited various settlements, I had no doubt that many of the current programs and activities are making a valuable contribution to their communities and the region. However, some programs seemed destined to be irrelevant soon or within a few years as the region continues to change. On the other hand, some settlements seemed to demonstrate patterns of institutional change to maintain the program thrusts in relevant directions. For instance, if the settlement is involved in a main-line institutional program (such as elementary or high school or a children's home or health clinic program) it must develop ways in which it offers something unique or innovative and not be simply "another" school or home or clinic. There is always the need for innovation. Another pattern of relevancy for settlement institutions, especially if it has "outside" affiliation and direction, is to act as an "enabler"--to help originate local programs of need, train people from the community to staff them, and turn them over to the participants as private independent organizations--cooperatives or some other form.

It is also becoming evident to more and more private institutions that it can be beneficial to cooperate with a government service agency in providing main-line programs but also offer something unique to the program. A further developing awareness is that in this shrinking world, a community, even in Appalachia, is not isolated unto itself but affected by and must be interested in at least the region as a whole. Private institutions must recognize their role in a perspective of the needs of the region. This awareness can also stimulate cooperation between private institutions in activities and programs which can be mutually beneficial, in making better use of resources, in ideas, planning and programs. One example of this is the growing interest in forming a loosely organized Association of Settlement Institutions. Another example is the interest expressed in jointly founding a service-learning program where specific project or program needs, identified by the individual settlement institutions to be of high priority would be carried out by college students under supervision as interns applying the skills and discipline they are studying to real life situations.

In other words, settlement institutions have a unique contribution to make in the future in Appalachia. After all, "they have learned, from years of experience, the techniques of working with the real life of rural Appalachia."* Having local ties and being private, they have the freedom to innovate and lead in meaningful ways that public institutions might find difficult to do. These roots in the community are a valuable asset. "The life-style in Appalachian rural areas is unique. The great deference to religion, family, physical work and various customs needs to be carefully nurtured if the good features of the culture are to contribute to the present American society. There are qualities in the Appalachian life-style that can help rejuvenate the sweep of American culture."* The settlement institutions in Appalachia can play an important role in seeing that this has the greatest opportunity to happen.

Loren W. Kramer
Pine Mountain Settlement School
Pine Mountain, Kentucky
August, 1969

*Exerpts from a letter by John Ramsay of the John C. Campbell Folk School, Brasstown, North Carolina, expressing the sentiment of those at a meeting of settlement institution representatives held at Brasstown in June, 1969.

AGENCIES

The following are a selective few private agencies which concern themselves with the whole of Southern Appalachia, or a large section of it. The objective of these agencies is to facilitate individuals and groups in their various endeavors to make life more meaningful for the citizens of the mountains.

COMMISSION ON RELIGION IN APPALACHIA, INC.
1114 W. Clinch Ave.
Clinch & 12th, Insurance Building
Knoxville, Tennessee 37916
615-524-4311
Max E. Glenn, Executive Director

PURPOSE: The purpose of this corporation is to deal with the religious, moral, and spiritual implications inherent in the economic, social, and cultural conditions in the Appalachian region of the United States. The main concern of the Commission is developing a sense of community in Appalachia--a spirit of oneness, of mutual support of brotherhood. In a related manner, it seeks to understand the various aspects of poverty, especially the poverty of spirit.

GOVERNING STRUCTURE: The Commission represents 16 communions, 11 State Council of Churches, The Council of the Southern Mountains, Inc., the Appalachian Committee of the National Council of Churches, and the National Catholic Rural Life Conference.

A. The basic membership of the Commission consists of:

1. Three representatives and alternates from each participating communion.
2. Two representatives and alternates from each of the state councils of churches of the states involved.
3. Three representatives and alternates of the Division of Christian Life and Mission of the National Council of the Churches of Christ in the U.S.A., and one representative and alternate from the National Catholic Rural Life Conference.
4. Three representatives and alternates of the Spiritual Life Commission of the Council of the Southern Mountains, Inc.
5. Five members-at-large to be elected annually.

B. Advisory and cooperative groups are:

1. Regional staff of the various communions.
2. Consultants as needed, to be chosen by the Commission.

PROGRAM: The Commission will develop a united approach to the church's mission in Appalachia by:

1. CONSULTATION--To provide a consultative body for the sharing of information and concern primarily among the religious but also in the social, economic, educational, and governmental agencies serving the Appalachian region.

COMMISSION ON RELIGION IN APPALACHIA, INC. (Continued)

2. RESEARCH, STUDY, AND EDUCATION--To expand understanding of the conditions in the Appalachian region and to give guidance to appropriate programs of the churches and church bodies.
3. COORDINATION--To provide a means of discovering suitable areas of staff and program coordination, recognizing that there is a place for both denominational as well as interdenominational programs in Appalachia.
4. PROJECTS--To engage in projects that are helpful in fulfilling the church's missions.

PROJECTS UNDERWAY IN OCTOBER, 1968:

1. Forming a directory of Church Programs in Appalachia.
2. Seminars: a) relating church to migration, involving both points and origin and receiving centers.
   b) on poverty, seeking to understand the non-economic aspects of poverty, its affects upon persons and ways the church can assist in the development of the disadvantaged.
   c) in growth centers, bringing ministers and key laymen together within a multi-county area or growth center to consider the needs of their area and ways the church can develop a unified thrust.
3. Development of cooperatives in Appalachia with special attention to cooperatives for low income persons which may include housing assistance, credit unions, etc.
4. Establishing a collegiate staff composed of persons who carry a responsibility in their communion for Appalachia. The purpose of this collegiate staff is planning and communication to constituent bodies.
5. A Task Group for Research Surveys existing research on Appalachia--its problems,needs and potential--and considers areas of need for additional research in cooperation with other research agencies in the region. It is composed of selected research personnel of participating communions and interest researchers from Universities and other agencies.
6. Education and clergy training--CORA is a sponsor of two educational activities:
   a) The church leaders School at W. Va., Morgantown, Va., directed by Dr. Beryl B. Maurer.
   b) An orientation seminar for new pastors conducted each November by the Pan-Presbyterian Appalachian Council.

OTHER PROJECTS BEING EXPLORED OR DEVELOPED INCLUDE:

1. Area workshops to administer CORA'S purposes.
2. Sponsoring a Seminar on "the effective utilization of volunteers" for Appalachian development, to develop guidelines and procedures for coordinating this resource.
3. Exploring the use of "systems analysis" in determing resources available and ways of coordinating church programs.
4. Exploring the use of mass media such as Educational Television and FM sub-band for administering CORA's purposes.
5. The whole field of health services.
6. The problem of high school dropouts.
7. Problems of hunger and malnutrition.

STAFF:

FACILITIES:

BRIEF HISTORY: In June 1956 church leaders from fifteen religious communions working in the mountains, representing approximately ninety percent of the church membership of the region met in Berea, Kentucky, to discuss cooperative programs in religious education and church welfare. These leaders discovered an urgent need for accurate information as a basis for planning. This need resulted in the establishment of the Southern Appalachian Studies group to conduct a region-wide study of the religious, social, cultural, and economic conditions in the Southern Appalachian Mountains. This study, The Southern Appalachian Region: A Survey, edited by Thomas R. Ford, was financed by the Ford Foundation and was published in 1962. Subsequently, a number of communions held conferences to consider the findings of the survey.

In November 1963 a consultation representing fourteen communions with work in the region, four state councils of churches, and the Council of the Southern Mountains, Inc., was held in Berea, Kentucky. This group authorized the establishment of an Appalachian planning commission to plan for the united mission of the church in Appalachia.

The inaugural meeting in Chattanooga, Tennessee, in April 1965 established the Commission on Religion in Appalachia representing seventeen communions, ten state councils of churches, the Council of the Southern Mountains, Inc., the Appalachian Committee of the National Council of Churches, and the National Catholic Rural Life Conference.

COUNCIL OF THE SOUTHERN MOUNTAINS, INC.
College Post Office Box 2307
Berea, Kentucky 40403
Loyal Jones, Director

CHARACTER AND PHILOSOPHY: "The Council is a voluntary association of persons and organizations with an interest in the people of the Appalachian region. Believing that the region's people and its natural resources are integral factors in the total life of the nation, the Council proposes to promote the development of the social, economic, cultural and spiritual opportunities of the Appalachian region's individuals and organizations." (From the Council By-Laws)

GOVERNING STRUCTURE: Board of Commissioners

PROGRAMS, SERVICES AND ACTIVITIES: The following is a brief listing of CSM program activities. More complete details can be obtained from the office in Berea.

In Operation in 1968:

- Enterprise Development
- Technical Assistance Programs
  - Talent Bank
  - Housing
  - Manpower
  - Education
  - Rural Planning Specialist
- Health Fairs Program
- Planned Parenthood Program
- Workshop on Urban Adjustment of Southern Appalachian Migrants
- Students for Appalachian Program-Receive and distribute money to Berea College, Union College, Pikeville College, and Alice Lloyd for Summer Student Work Program
- Helping Services Manpower Project-Financed by HEW to develop a plan through which colleges can do a better job of training people for social service and rehabilitation jobs in Appalachia.

Planned for 1969:

- Community Action Technical Assistance Program:
  - Talent Bank
  - Manpower
  - Small Business Development
  - Housing
  - Education
- Executive Search Program: recruitment and placement of Community Action program directors and assistant directors in the Mid-Atlantic region.
- Health Programs
- Enterprise Development Project on an enlarged basis

COUNCIL OF THE SOUTHERN MOUNTAINS, INC. (continued)

There are also a number of Commissions under the auspices of the Council:

AGING COMMISSION, Chairman, Olga Ahrens, Box 128, Clintwood, Va.
ARTS AND HUMANITIES COMMISSION, Chairman, Richard Bellando, 144 Lorraine Court, Berea, Ky. 40403
BLACK APPALACHIAN COMMISSION, Chairman, Edward Smith, Berea College, Berea, Kentucky 40403
COMMUNITY ACTION COMMISSION, Chairman, David Walls, 108 Forest Street, Berea, Kentucky 40403
EDUCATION COMMISSION, Chairman, Dr. O.C. Stewart, Tennessee Technological Univ., Cookeville, Tenn.
HEALTH COMMISSION, Chairman, Richard Plymale, Ortho Pharmacuticals, Inc., 1468 Pine Meadow Rd., Lexington, Ky.
NATURAL RESOURCES COMMISSION, Chairman, Richard Drake, CPO Box 2283, Berea College, Berea, Ky.
POOR PEOPLE'S SELF-HELP COMMISSION, Chairman, J. B. Smith, Route 2 Monroe, Tennessee 38578
REGIONAL DEVELOPMENT COMMISSION, Chairman, Frank Hood, Director, Community Development Division, Georgia Power Company, P. O. Box 4545, Atlanta, Georgia 30302
SPIRITUAL LIFE COMMISSION, Chairman, Mrs. James D. Wyker, 111 Bob-O-Link Drive, Berea, Ky. 40403
URBAN AFFAIRS COMMISSION, Chairman, Mr. James Grisham, Executive Director, Chicago Southern Center, 1028 West Wilson Ave., Chicago, Ill. 60640
WELFARE COMMISSION, Chairman, Eugene Ratcliff, Route 1, Londonderry, Ohio
YOUTH COMMISSION, Chairman (See Committee of 11)

STAFF: 30

FACILITIES: Office buildings in Berea

HISTORY: The Council was organized in 1913 in Atlanta, Georgia, under the leadership of John C. Campbell. The organizing group, made up of 135 leaders in religious, educational, health and other social movements, came together to discuss common problems they faced in their work throughout the Appalachian South. To overcome the barriers of primitive communication and transportation which hindered the sharing of ideas between like-minded individuals and institutions, they organized themselves into the Conference of Southern Mountain Workers and held an annual conference which has continued uninterrupted ever since. In 1930 it assumed the publication of *Mountain Life and Work*.

COUNCIL OF THE SOUTHERN MOUNTAINS, INC. (continued)

As the council grew, it created and conducted programs in recreation, education, and health. In the past few years, as the problems of Appalachia have become known nationally, the Council has played a part in the development and testing of various programs designed to aid the people in the region. The explicit program activity exists in the context of the Council's over-all functions--as a council of many diverse groups and interests, a co-ordinator of programs, a convenor of meetings, a reservoir and clearinghouse of information about the Appalachian Region.

HIGHLANDER RESEARCH AND EDUCATION CENTER
1625 Riverside Drive
Knoxville, Tenn. 37915
615-523-4216 or 615-524-9156
C. Conrad Browne, Administrative Director
Myles Horton, Educational Director
Herman Liveright, Development Director

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: Someone has to help the poor organize themselves and make their own program and shape their own demands.

GOVERNING STRUCTURE: Board of Directors. An Executive Committee made up of local Board members help the staff implement the Board decisions and the programs.

PROGRAMS: Highlander is a place where everyday people come together to figure out what kind of South they would like to have, then figure out how to make it that way. Consultants with a wide range of knowledge and experience are used. During a workshop, which lasts from three to ten days, considerable use is made of music, movies, tape recordings, role playing and written material. There are no exams, no credits, no degrees. Highlander adult education, based on seeing people as they see themselves, helps to generate within people the desire and determination to improve their conditions. People have their own way of dealing with problems. At Highlander we listen to people instead of imposing preconceptions. We have been able to stimulate democratic initiative arising from the very depths. When it comes from the depths, it has depth to it. Some Highlander Workshop topics:

Freedom Union Workshop
Workshop on Co-operatives
Creative Writing Workshop
Civil Rights-Anti-Poverty Workshop
Appalachian Workshop on Workshops
Freedom School Workshop
Southern Students Workshop
Public School and Integration Workshop
Leadership Workshop of Poor Peoples' Associations
City, County and State Negro Candidates Workshops
Agricultural Stabilization and Conservation Service Elections Workshop
Appalachian Music Workshop
Voter Education Workshop
Citizenship School Workshops
Student Labor Conference Workshop
Community Leaders' Workshop
Southern Music Workshop
Voter Education Intern Workshops

How does it work? It doesn't always work, but it does so much of the time that it is hard to describe any effort as a failure among the poor. Acquisition of dignity and self-respect in one person is the whole world itself in one hand. In a typical workshop, the participants begin by describing existing problems in the communities and organizations from which they come. These are usually crisis situations because the poor live from crisis to crisis. When they begin to suggest their own answers, they begin to see a common answer and begin to evolve their own program.

STAFF: 14

FACILITIES: A two-story house along the Tennessee River in Knoxville.

BRIEF HISTORY: Highlander Folk School for adult education began in 1932 near Monteagle, Tennessee, atop a cumberland mountain in an isolated, rural, poverty-stricken community of woodcutters and coal miners. Reactionary forces from across the South, armed with state power and judicial process, closed the school in 1961. The property was confiscated by the State of Tennessee. The rest just happened--burned buildings. The day the folk school was closed, Highland Research and Education Center opened in Knoxville, Tennessee.

The Educational process started among southern textile workers in the early thirties;
Then among people on public works programs at $1.25 per day;
Then among industrial workers from Memphis to Birmingham, from Chattanooga to Nashville;
Then among small family farmers after World War II;
Then among the Negro people in the struggle for Civil Rights;
And now it is starting all over again among the million unemployed and host of underemployed Appalachians. The work is expanding to the Southwest--the Spanish-Americans and the American Indians who have always lived with second-class citizenship, or no citizenship at all, which was and is forced upon them.
All through our history there has been one quality--poverty. The colors have been brown, white and black; the religious background varied; the heritage different; but the people have been poor and invisible.

SOUTHERN HIGHLAND HANDICRAFT GUILD

Administrative Headquarters - 930 Tunnel Rd.
Ashville, N. C. 28805; Buncombe County

Year Round Shops:

Allanstand
16 College St.
Asheville, N. C.

Guild Crafts
930 Tunnel Rd.
Ashville, N. C.

Guild Gallery
479-The Mall
Shelbyville Rd.
Louisville, Ky.

Open May through October-Parkway Craft Center
Blowing Rock, N. C.
(On Blue Ridge Parkway)

Robert Gray, Director

CHARACTER OR PHILOSOPHY OF THE INSTITUTION: A Guild made up of individual craftsmen and craft centers in the mountain areas of Maryland, the Virginias, Kentucky, the Carolinas, Tennessee, Georgia, and Alabama.

--To improve, through education, the quality of crafts taught, produced, and sold in the area.
--To provide opportunity for the exhibition and sale of member's work.
--To preserve the traditional and indigenous crafts.
--To encourage creativeness in design and use of materials.
--To uphold standards of excellence in design and technique.
--To educate the layman to a better appreciation of fine craft work.

"We, the craftsmen of the Southern Highland Handicraft Guild, believe with Mr. Allen Eaton: 'He who does creative work, whether he dwell in a palace or a hut, has in his home a window through which he may look out upon some of life's finest scenes.'"

GOVERNING STRUCTURE: A non-profit educational organization operated by a Board of Trustees elected from its membership of craftsmen. It's support comes primarily from the sales of member's products.

PROGRAMS, SERVICES, ACTIVITIES: Educational program that offers help, advice, and training to both craftsmen and laymen through: Conferences; Workshops out in the communities; led by members; Illustrated lectures; a lending library of books, pictures and slides; scholarships to members and non-members. Exhibition and sale of member's work through its 4 shops (listed under ADDRESS). Educating public awareness and appreciation of fine craft work, especially by means of their two annual Fairs: In Asheville, N. C. in July, and in Gatlinburg, Tennessee in October. Wholesale sales outlet; Plans for a Leadership Training Program involving interns for one-year.

STAFF: 5 Administration; 550 members-including Centers; (Service to 2,000 craftsmen.)

SOUTHERN HIGHLANDS HANDICRAFT GUILD (Continued)

FACILITIES: 4 craft shops; wholesale warehouse; office, small library, classroom.

BRIEF HISTORY: Formed in 1930 by representatives of a few craft centers scattered through the mountain area to "preserve a heritage of craftsmanship as a vital part of the mountain culture."

"From the needs and dreams of the mountain people, from the strength and beauty of their land, grew the traditional highland crafts. Today, although needs and craftsmenship have changed, the skill of the creator still reflects the traditional ways and beauty of the mountains."

SUPPLEMENT: Settlement Institutions of S. Apps.-A:
9-18-69

STUDENTS FOR APPALACHIA

ADDRESS: C.P.O. 4, Berea, Kentucky 40403

DIRECTOR: Tom Mustar -Barry Wacherle, Berea Coordinator

CHARACTER OF INSTITUTION: Twofold: (1) to work with poor Appalachians in a culturally supporting way: (2) to bring about more intense involvement of each institution on their geographical area in working with the poor.

GOVERNING STRUCTURE: Each college runs its program through their coordinator and the participating students.

PROGRAMS AND SERVICES: Regular activities off campus all year, community action, educational, recreational projects.

STAFF RESOURCES: Each college - one coordinator, + students. Berea had 17 students this summer, 25 during school year.

HISTORY: Four colleges in eastern Kentucky, with 54 students, participated in SFA this summer. This marks the completion of 15 months of SFA in field, including two summers and one school year. This summer Berea had 17 students, Union College had 18, and Alice Lloyd College had 19. Each college had a co-ordinator of activities. A director for the program was employed by the Council of the Southern Mountains, Berea, as they are the program grantee for the year 1969-70 from the *Office of Economic Opportunity*, Washington.

Planning sessions during the 1968-69 school year dealt at length with expansion of the program to seven colleges, the original three (Berea, Pikeville, Alice Lloyd) as well as four more (Union, Lees, Cumberland, Eastern Kentucky). However, due to funding snags and delays and consequent lack of funding assurances, Eastern and Cumberland decided to drop out of the program for at least one year. Lees also removed itself, but for other reasons not specified.

Another change in the 1969 summer program from that of 1968 was the dilution of Pikeville's role. In effect, Pikeville and Alice Lloyd transferred roles. In 1968 Pikeville hired a co-ordinator for the two schools with the majority of students from Pikeville. This year Alice Lloyd hired a co-ordinator with the majority of students from Alice Lloyd. The Pikeville Board of Trustees, heeding the political pressures of their area, refused to permit usage of VISTA funds by Pikeville SFA. Since one-half of the yearly budget is from VISTA, including the student's salary, Pikeville was forced to leave the program.

Funding of the program is through a joint effort of VISTA and Community Action Program (CAP), both components of OEO. VISTA funds are for summer usage only, covering students' salary (food-lodging-living allowance), travel, and monthly stipend. CAP funds are for 12 months, covering co-ordinator's salary and travel, telephone, printing, equipment rental, and consumable supplies.

The Council of the Southern Mountains and the three colleges agree to a financial arrangement of which each college would receive a lump sum of money for the year's expenditures. Each college is fiscally responsible for its funds and may spend them any way it sees fit.

Within the general framework of SFA and its goals are two broad concepts. One is a concern for the Appalachian people, their heritage, their culture, and, for many, their poverty. SFA has developed within the context of this concern as a student directed program seeking social change in Appalachia.

The youth of Appalachia of high school and college age have been tragically overlooked as important resources able to tackle the problems of their native region. As effective change agents the students are freer than most groups from the political and social restraints that so often inhibit meaningful program for the poor.

By means of their youth, energy, and invested interest in their region, and given an opportunity to plan, develop, and implement programs, the youth can cut away the impersonal, political, and socially stagnant barriers that the small ruling class inside and outside of Appalachia has created and continues to foster. The means to these ascribed ends are many given the imagination and creativity of the youth turned to work on the problems. Although our direct emphasis is with the youth, many projects for the adults are undertaken. These include working with crafts groups, setting up pre-schools, adult education classes, co-op grocery stores, building or rennovating community centers, doing literacy work, teaching better health practices, and providing information on public services.

The second concept embodied by SFA is the attempt to induce each college participating in the program to become a more active force in its own area in problem solving and preventive programs with the poor. By going to the community and conducting projects that reflect concern for the welfare and future well being of the people, particularly the children, the students will not only improve communication and understanding between the college and the communities, but will help change both the college and the community in a direction based upon cooperation and trust, rather than segregation and distrust.

By placing the college's most important resources, her students, in the homes and communities of the surrounding poor, the many facilities and resources of the college can be brought to bear upon the problems of the poor. Given the opportunity to work directly with real problems, SFA can serve as an inticement for college students to remain in Appalachia as activists and spokesmen for needed social change in Appalachia, and of course, for the cause of Appalachia and her people. College support is needed for an effective program and as a partial fulfillment of the college's Appalachian committment.

Appalachian students are uniquely qualified for such programs as SFA because they share and understand the traditional value structure and social habits of the Appalachian people, as well as the economic

STUDENTS FOR APPALACHIA (Cont.)

and political consequences. As a group the regional college students command much respect in the mountains. SFA is trying to make good use of these factors.

The general philosophy of SFA then, stands on the basic premise of treating people like people, using a human approach to solving human problems. We are not keeping pace in our society with the advances of technology and its inherent impersonal, dehumanizing qualities and with the efforts of compassion and concern to solve and treat human needs and problems. Our youth are a prime force needed to help correct these ills, yet they are not being properly educated to correct them. They receive their degrees with an intellectual textbook understanding of freedom, democracy, justice, humanity--all of which is very inadequate in solving human problems. The youth, essentially non-involved because of our institutional and adult centered, planned, and directed society, can begin to bridge the communication gap where our elders have failed. This will be true only if the youth are given moral support and encouragement as well as financial resources. Given programs like SFA the above request seems like a worthwhile investment and endorsement of our youth.

WEST VIRGINIA SERVICE CORPS, INC.
1416 Virginia St.
East Charleston, West Virginia
Tom W. Laquer, Director

CHARACTER AND PHILOSOPHY: The Service Corps seeks to involve West Virginia youth in problems of Appalachia on a grass roots and state-wide level.

GOVERNING STRUCTURE: The Corps is a non-profit, private corporation under a Board of Directors.

PROGRAMS, SERVICES, ACTIVITIES: The Service Corps will sponsor summer projects involving 120 volunteers and 26 communities. Because of delays in beginning the program, the number of volunteers is now 90. Plans for the year-round program are being made.

For the summer projects, 26 community groups throughout the state requested and were assigned volunteers. Most of the volunteers were recruited by the community and approved by the Service Corps; volunteers were screened by both the Corps and the community agency. Some examples of projects were: developing youth councils and working with young people on recreation and education in Charleston's inner city, a structured tutoring and youth involvement program in Huntington, work on education issues in Mingo County, work on a nutrition project in Pendleton County, work with Eastern CAP developing parent participation in Headstart, and research done by law students on issues affecting poor people. Volunteers are supervised jointly by Service Corps staff members and leaders of the local community groups. On the job training and a final evaluation session are also a part of the program.

Plans for the year round program are still being developed. The Service Corps hopes to keep a small staff working on a year round basis to devise next summer's program and to seek areas for part-time student involvement with community projects during the school term. There is the possibility of recruiting 15-20 students, preferably graduates who would serve as full time volunteers. These year round volunteers would work to develop bridges between the campus and socially concerned groups making the resources of one available to the other. The Service Corps hopes to provide research materials for those students interested in working with West Virginia problems. The Corps also hopes to sponsor workshops and training sessions to achieve its goals of greater student involvement and better campus-community relations.

WEST VIRGINIA SERVICE CORPS, INC. (Continued)

STAFF RESOURCES: The summer operation had a staff of 10; 4 central staff working in Charleston and 6 field supervisors for the volunteers. All of them either are attending West Virginia colleges or are recent graduates. All but one are West Virginia residents.

FACILITIES: Small office in Charleston

HISTORY: In January 1969 a group of students decided that something needed to be done to provide opportunities for student involvement in West Virginia and to help stop the drain of talent and enthusiasm. Although the Corps was initiated primarily by students, a broad spectrum of the community is now involved in Corps activities.

Statistics of Special Education for Exceptional Children. U.S. Dept. of Health, Education, and Welfare, Office of Education, Washington, D. C., Government Printing Office, 1952-53, 78 pp.

Children's Institutions

State Departments of Public Welfare have prepared lists of institutions for dependent children in their own states. State Departments of Public Welfare are located in State Capitols, except for Florida (Jacksonville), Oregon (Portland), Maryland (Baltimore), and Delaware (Wilmington).

Directory of Private Foster Care Agencies for Children was published by the Child Welfare League of America, 44 East 23rd Street, New York, N. Y., March, 1954, 84 pp., price $2.00.

Directory of Catholic Institutions in the United States was published by the National Conference of Catholic Charities, 1346 Connecticut Ave., Washington 6, D. C., 1960, 140 pp., price $2.50.

Directory of Public Training Schools Serving Delinquent Children. U.S. Department of Health, Education and Welfare, Welfare Administration, Children's Bureau. Washington, D. C., U.S. Government Printing Office, 1963 (Reprinted 1964).

Directory of Detention Homes is published by the National Council on Crime and Delinquency, 44 East 23rd Street, New York, N.Y.

Directory of Resources for Mentally Ill Children in the United States was published by the National Association for Mental Health, 10 Columbus Circle, New York 19, N.Y., 1964, 96 pp., $2.00.

A listing of the Residential Treatment Centers for Emotionally Disturbed Children was published by the Children's Bureau, U.S. Department of Health, Education and Welfare in 1952.

Directory for Exceptional Children (fifth edition) was published by Porter Sargent, 11 Beacon St., Boston, Mass., 1965, 702 pp., price $6.00. (Deals with institutions of emotionally disturbed children, retarded children, day schools for retarded children, psychiatric and guidance clinics, and institutions for physically handicapped children.)

Directory of Residential Facilities for the Mentally Retarded. A National Directory of Public and Private Residential Facilities (schools, hospitals, homes) for the mentally retarded in the U.S. and Canada, published by the American Association on Mental Deficiency, 1965.

Listings of Residential Facilities for the Mentally Retarded, prepared by Glenn E. Milligan, Ed.D., Exec. Dir., American Association on Mental Deficiency, under contract by the AAMD for the U.S. Public Health Service Division of Chronic Diseases, Mental Retardation Branch, Washington, D.C., 20201, 1965, is an abridgement of the Directory of Residential Facilities for for the Mentally Retarded.

Patients in Mental Institutions: A Listing of State and County Mental Hospitals and Public Institutions for the Mentally Retarded was published by U. S. Department of Health, Education and Welfare, Public Health Service, Listing No. 1222, 1964, 25 pp.

Report on Survey of State and Territorial Facilities and Programs for Mentally Ill and Emotionally Disturbed Children. Chicago, Ill., State Department of Public Welfare, Institute of Juvenile Research, Dec., 1956, 56 pp.

APPALACHIAN REGIONAL COMMISSION. Publisher, 1666 Connecticut Ave., Washington, D. C. 20235.

Appalachian Data Book. A compilation of statistical data for the Appalachian Region, Appalachian States, counties and sub-regions prepared in a looseleaf format. Included is a bibliography that lists publications containing significant statistics on population, employment and labor force, health and education, construction and other areas of information pertinent to regional analysis and planning. $5.00.

The Appalachian Region: A Statistical Appendix of Comparative Socio-Economic Indicators. The purpose of this compilation of data is to compare socio-economic conditions and trends in Appalachia, both within the Region and with conditions and trends in the Nation. The geographic units compared are: the United States, each of the 13 Appalachian States, and the Appalachian portion of each state. $2.50.

Appalachian Research Report No. 1: Evaluation of Timber Development Organizations. Prepared for the ARC by McDonald Associates, Inc., Washington, D. C., in 1966. $2.50.

Appalachian Research Report No. 2: Recreation as an Industry. A report prepared for the ARC by Robert R. Nathan Associates, Inc., and Resource Planning Associates of Washington, D.C. in 1966. $2.50.

Appalachian Research Report No. 3: Guidelines for an Appalachian Airport System. This report contains the results of a study conducted for the ARC by Management and Economics Research, Inc., Palo Alto, California 1967. $2.50.

Appalachian Research Report No. 4: Industrial Location Research Studies: Summary and Recommendations. This Report summarizes the 25 industries discussed in detail in the Location Research Study Reports Nos. 1-8-9-16; and 17-25. This report is an account of how and why they were selected, a summary and synthesis of major findings and conclusions and a series of recommendations designed to make Appalachia more attractive to these industries. $2.50. Prepared by the ARC by the Fantus Company, Inc., of New York City.

Appalachian Research Report No. 5: Industrial Location Research Studies: Reports 1-8. $2.50

No. 1 - The Paper and Allied Products Industry
No. 2 - The Textiles and Mill Products Industry
No. 3 - The Apparel Industry
No. 4 - The Printing and Allied Industries
No. 5 - The Electrical Component Parts Industry
No. 6 - The Textile Machinery/Pumps & Valves Industry
No. 7 - The Office Machinery Industry
No. 8 - The Motor Vehicle Parts Industry

Appalachian Research Report No. 6: Industrial Location Research Studies: Reports 9-16. $2.50

No. 9 - The Chlor-Alkali Industry
No. 10 - Materials Handling Equipment
No. 11 - The Mobile Home and Special Purpose Vehicle Industries
No. 12 - The Instruments and Controls Industry
No. 13 - The Noncellulosic Synthetic Fiber Industry
No. 14 - The Metal Stampings Industry
No. 15 - The Aircraft and Aerospace Parts Industry
No. 16 - The Primary Aluminum Industry

Appalachian Research Report No. 7: Industrial Location Research Studies: Reports 17-25. $2.50

No. 17 - The Nonferrous Castings Industry
No. 18 - The Malleable and Ductile Iron Castings & Steel Forgings Industry
No. 19 - The Foamed Plastic Products Industry
No. 20 - The Rolling, Drawing and Extruding of Nonferrous Metals Industry
No. 21 - Meat and Poultry Processing, Dried and Frozen Product Industry
No. 22 - The Plastic and Powder Metal Products Industry
No. 23 - The Refractory Metals Industry

Appalachian Research Report No. 9: Development of Central Appalachia. (Research Report No. 8 - Preliminary Analysis for this report is out of print.) The second phase of the Central Appalachian Study containing analysis of problems, conclusions and recommendations is to be printed Summer 1969. It will contain a summary of the findings outlined in Research Report No. 8. $2.50

Appalachian Research Report No. 10: Report on the Status of Secondary Vocational Education in Appalachia. The purposes of this study are (a) to provide a general description of the vocational education programs within the secondary schools of Appalachia, and (b) to indicate where the vocational education program may be strengthened to make the instructional offerings relevant to the jobs available to Appalachian secondary school students. $2.50

Appalachian Research Report No. 11: Capitalizing on New Development-Opportunities Along the Baltimore-Cincinnati Appalachian Development Highway. An analysis of the opportunities for economic and industrial development along corridors D and E of the Appalachian Development Highway System, broken down by areas: I - Hagerstown - Martinsburg; II - Cumberland; III - Appalachian Highlands; IV - Tri-Cities; V - Parkersburg-Marietta; VI - Portsmouth. $2.50

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